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ABSTRACT

Project 3 of the GUME research project on foreign language teaching methods, in line with Projects 1 and 2, questions whether the best effect in language teaching is achieved solely by intensive drilling of the structure in question (the implicit method) or if grammatical explanations further the assimilation of the patterns so that, within the same period of time, the student learns better with fewer drills because explanations are added (the explicit method). Whether the explanations should be in the source language or the target language is also investigated. The educational problem of the experiment is teaching the English passive voice to Swedish students, aged 13 to 14. The main results of this experiment show that there are no significant differences between the three teaching strategies used. Details on the experiment are provided here; project design, subjects, teaching materials, evaluation techniques, student and teacher attitudes, and statistical results are discussed. A bibliography is included and appendixes provide details on grammatical explanations provided and on evaluation and attitude measurement techniques and results. Related documents can be found through the following reference numbers: Project 1, ED 034 172; Project 2, FL 002 818; Project 4, ED 045 969; Project 5, FL 002 814; Adult Project, FL 002 868; Statistical synopsis of Projects 1-3, FL 002 816. (Author/VM)

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Göteborg

Undervisningsmetod i engelska

Margareta Olsson

IMPLICIT AND EXPLICIT –

An Experiment in Applied Psycholinguistics,

Assessing Different Methods of Teaching Grammatical Structures in English as a Foreign Language

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IMPLICIT AND EXPLICIT GRAMMAR

An Experiment in Applied Psycholinguistics
Assessing Different Methods in Teaching Grammatical Structures
in English as a Foreign Language.

by

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PREFACE

The GUME-project consists of three sub-projects of which this study forms the third part. The project was suggested by Professor Alvar Ellegård and Professor Karl Gustaf Stukát who have advised on its progress. The aim of all three projects was to assess language teaching strategies. The first and second projects have been reported on by the project leaders, Torsten Lindblad and Ingvar Carlsson, respectively. The work is planned to go on for another year.

I am indebted to the National Board of Education, bureau 4, for grants which made this project possible, to Sveriges Radio for permission to use material from Skolradio programmes, and to the many teachers and headmasters. My thanks are due in particular to Lennart Levin for invaluable comments and help in statistical matters as well as to Mrs. Valerie Jenkins-Hedén for correcting my English.

Abbreviations and References

The three methods used in the project have been abbreviated throughout:

Im = Implicit
Ee = Explicit, English
Es = Explicit, Swedish

In Swedish schools the pupils in the 7th form can choose between two courses in English. One is more difficult than the other and is called "särskild kurs" ("special course"). It is taken by two thirds of the pupils. The other, the easier course, is called "allmän kurs" ("general course"). These titles have been abbreviated throughout as:

sk = särskild kurs
ak = allmän kurs

The pupils were divided into three intelligence levels according to their results on the IQ tests; these levels were constructed so as to contain roughly equal numbers of pupils. The levels were abbreviated as follows:

U = Upper third
M = Middle third
L = Lower third

All references are included in the text, and are made by giving the name of the author, the year of publication of the text according to the bibliography, and by page.

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SUMMARY

The GUME-project is a study of the effect of three different ways of teaching grammatical structures in English. The special grammatical item chosen for this third part of the first year study, was the passive voice.

The three teaching strategies employed were the Implicit variant (Im) where the students were taught by strictly systematized structure drills without grammatical analysis, and the Explicit variants, divided into the Ee-variant where in addition to drills there were grammatical explanations in English, and the Es-variant where the explanations were given in Swedish and where comparisons were made with corresponding Swedish structures.

In each of the three sub-projects 18 classes (age 13-14) took part in the experiment, with 6 classes for each variant. The school classes were randomly assigned to teaching method. Instruction consisted of 6 lessons. Pre-, post-, and re-tests were given, as well as an IQ test and PACT. (= Pictorial Auditory Comprehension Test). The teacher variable was eliminated as "canned" instruction was used.

The major conclusion of this experiment is that no significant differences existed among the strategies. The Es-variant had one significantly better result of 22 analyses of variance and covariance, which could be due to mere chance.

1. INTRODUCTION

The aim of the present study is to investigate the effectiveness of three different methods for teaching a certain grammatical structure to pupils of form 7 (age 14 years) in Swedish schools. It forms the third part of a major investigation with the same aim - the GUME-project (Göteborg, undervisningsmetod engelska).

The particular grammatical item selected for this sub-project is the teaching of the passive voice in some of its functions. A pilot investigation by the present writer was carried out on the same problem in 1967 (Ett försök att utröna resultatet vid inlärning av främmande moderna språk med och utan grammatikinslag. Lärarhögskolan i Göteborg, Engelska och pedagogiska institutionerna, november 1968). The present project will be extended for another year, mainly to establish what different results can be obtained when other age-groups are given the same kind of instruction.

Secondary aims of the investigation were the construction of tests and a preliminary evaluation of the materials used in the project.

The Pilot Investigation

During the spring of 1967, three classes, form 8, were given instruction on the passive voice for three lessons. The pupils were tested before and after the instruction. Two classes were taught by oral and written drills only. In addition to these the third class worked with the grammar-book open and had the structure explained to them. They also translated passive sentences from Swedish into English. The teaching materials were the same for the three classes but it was used in different ways. The teachers had received detailed plans on how to conduct the lessons. The result on the post-test gave no significant figures for the two different teaching strategies except in the translation test where the class which had been taught by explanations and translation had significantly better results. An item-analysis of this test in which two sentences in Swedish, with the same meaning but using the two different Swedish forms for the passive construction, were translated into English, did not, however, demonstrate the expected superiority of the grammar-class. Progress, as calculated from the Pre-test to the Post-test, proved to be significant in all three classes.

Background

Methods in teaching modern foreign languages and research in this field are discussed at some length in GUME I in the chapter called Theoretical Background of the Project. A few additional observations will be made here on some questions relevant to the present study.

When the design for the three projects within this study was drafted, it was thought advisable that as many variables as possible should be subjected to strict control during the experiment. The lesson learnt from the Pennsylvania Study (Project Ns 5-0683 and 7-0133 by P D Smith & E Berger and P D Smith & H A Baranyi respectively), discussed in detail in GUME 4, where 107 teachers participated in the experiment to assess the effect of three different methods, was that either the teachers must be supervised very thoroughly in the classroom or that there should be programmed instruction in their stead. The teacher attitude to the three teaching strategies may also have been of importance. The traditional, or grammar-translation method, which proved to be the best one after one year, was taught by teachers who had said they preferred that method, whereas the teachers who were assigned the other two variants were not so decided about it. The traditional teachers were thus not randomly assigned which was the case with the other group. It is very possible that belief in one single teaching stratey engenders more enthusiasm for the work, and, therefore better results, than less settled convictions.

The state of Pennsylvania has further lessons to demonstrate on fluctuations in the teacher factor. Teachers in modern foreign languages there have to pass a certain minimum requirement of the MLA Proficiency Tests for Teachers and Advanced Students. As so many fail the Speaking Test, the cut-off scores have been reduced so that the requirement becomes almost laughable and much below the national norm (Jean Perkins, 1968, pp. 159-9). Nevertheless, teachers with low scores on the Speaking test are supposed to be able to teach according to the principles of the audio-lingual method with its stress on oral work. Thus the problems connected with proper supervision of teachers during work in the classroom as well as the variables teacher attitude and teacher training were factors which in the GUME-project made "canned" lessons necessary. An experiment, in many ways similar to the present study, is Kiat-Boey Lim´s thesis (1968) Prompting Vs Confirmation, Pictures Vs Translations, and Other Variables in Children´s Learning of Grammar in a Second Language. For the experiment Lim made use of third-grade American children who were taught Malay 15 minutes a day for two weeks. The instruction was given individually with a Language Master. After the experiment the children were tested on both productive and receptive skills.

Of particular interest to the GUME-project is the use of two grammatical models in the instruction during Lim´s experiment. She rightly points out that the nature of the grammatical model used in similar experiments, for instance, Scherer and Wertheimer's A Psycholinguistic Experiment in Foreign Language Teaching (1964), has not received proper attention. It could be expected that the audio-lingual method would be linked with structural grammar, but in many cases a traditional grammar has been the underlying model in both audio-lingual textbooks for schools and in experiments using different methods of teaching modern foreign languages (pp. 14-5). Traditional grammar here means the kind of grammatical instruction which is usually linked with the grammar-translation method. It involves the use of rules and traditional grammatical terminology.

In her experiments Lim uses two grammatical models, the structural and the transformational. The children within the structural model practised each grammatical pattern separately. Relations with other patterns, which are stressed in the transformational model, were disregarded within the structural group. When the question pattern was practised, for instance, the structural group listened and repeated similar questions, while the transformation group heard the underlying affirmative sentence before they started practising each question. There were also two procedures involved in the teaching of grammar, the deductive and inductive. She stresses that there is in practise no great difference between the inductive and the deductive methods. The inductive method does not seem to indicate that the pupils must themselves discover the rule but that they are given a rule after having had one or several examples of the point in question first. This is not very different from giving the rule at the start. The two variables inductive and deductive did not produce any significant main differences in result. Nor did the two models of grammar used produce unequivocal significant differences in performance.

Outside the field of grammar there are two results from Lim's experiment that have a bearing on the GUME-project. The first is the use of translation instead of pictures to convey meaning. The direct method claims that translations into the mother-tongue will produce interlingual interferance. The outcome of Lim's study does not support this theory. A qualitative analysis of the criterion tests showed that the picture group among the children (that is, the children who were shown pictures instead of having the translations of the Malay words) made more mistakes in the translation test owing to interlingual interference than the Translation group or the children who had been given the English translations of the sentences they were practising (p. 116).

Secondly, the general principle of learning theory that a pupil who is active (making a mental effort to participate in a lesson) rather than passive will have better results was tested in the two method variables prompting versus confirmation. The prompting method provided the response to a stimulus which the pupil repeated. In the confirmation method the pupils themselves had to respond to the stimulus, the response then being confirmed by a master voice. The confirmation method proved to be significantly better than the prompting method. It slowed down the rate of practice but produced better learning. Lim´s study would imply, for example, that in future investigations attention should be given to the grammatical models underlying different kinds of instruction. It can also be inferred from her experiment that the dangers said to be inherent in the use of translation may be exaggerated just as the alleged advantage of the direct method in promoting associations between linguistic signs or symbols and the appropriate referent could be unjustified. Another conclusion is that one does not always learn what one is taught. The Picture group did not do best on the Picture test and the Translation group was not superior in the translation test (p. 144). Here again, earlier findings argue against the result of this investigation. In Scherer and Wertheimer´s study, for instance, the students who were taught writing according to the traditional method were consistently better in this skill than the audio-lingual students (p. 182). Finally, making demands on the student´s ability to concentrate, during the instruction (in the case of the GUME-project he had to listen to theoretical explanations on particular grammatical points) may perhaps lead to good results, and not the opposite as experienced by many teachers, who have found that "pressure" on a pupil makes him dislike a subject where he is made to bother about matters he feels are no concern of his.

2. THE EXPERIMENT

Methods

Here now follows a short description of the design of sub-project III. As it was conducted in exactly the same way as sub-projects I and II, the reader is referred to the thesis by Torsten Lindblad, sub-project I, where, in the chapter called Project Design (Common GUME Procedure), there is a more detailed account of the plan of the projects.

The Authorized Curriculum for Swedish Schools (Läroplan för Grundskolan) gives the teacher a choice of two different ways of teaching grammar; one is by systematic practice of the point in question, the other, in addition to these exercises, is by giving explanations or rules. The Curriculum also adds that explanations or generalizations may be better given in the mother tongue if the comprehension of the rule would otherwise be incomplete. This study aims to compare the results of these different strategies using the passive voice as the basis for the investigation. There is no claim that the results would be valid for all grammatical points, or that conclusions can be drawn concerning age-groups other than the one considered here.

The three different methods used within the GUME-project are based on the possibilities suggested by the Authorized Curriculum. The first method, here called the Implicit variant (abbreviated as the Im-variant), consists only of heavily structured material. No explanations are given within this method. The two strategies using explanations are called Explicit. They are the Ee-variant with explanations in English and the Es-variant with explanations in Swedish. The Es-variant also makes comparisons between English and Swedish usage, and thus it differs from the other two variants also in being a contrastive method.

Earphones and Recorded Lessons

Since a gifted teacher can make much of a bad method just as a bad teacher can fail entirely with a method which generally gives good results, it was decided to eliminate the teacher variable in this investigation so that there could be an evaluation of the methods per se. The lessons during the project were therefore recorded and were given with the help of assistants in the classroom while the teacher was present only to make observations on the procedure and to maintain order.

During the lessons the students listened to the same programme. As listening to a tape-recorder in a classroom has, on several occasions, proved to be a test of how well the student's hearing functions at a purely physical level,

- demonstrated in an article by Eva Gårding on the central tests in Sweden (Moderna språk, 1969, pp. 113-23) - the design of the three sub-projects included the use of earphones with activated microphones, so that every student would be equally favoured as far as sound was concerned. It was also thought that earphones would increase concentration and engender greater activity on the part of the student. Very probably this aim was achieved but there was trouble with both administration and equipment.

Time Schedule

The instruction for sub-project III consisted of six lessons of about 30 minutes each. Before instruction there was a pre-test (2 lesson times) and a demonstration of how the earphones functioned, (1 lesson time). Then a post-test was given (2 lesson times) as well as the standardized Intelligence Test DBA (Härnquist, 1 lesson time) and a listening comprehension test (PACT, John B Carroll, 1 lesson time). A re-test was distributed (2 lesson times). This means that sub-project III took up 15 lessons of which eight consisted of tests. The same amount of time was spent as in sub-project I and II with the exception that the pre-, post-, and re-tests of these projects made use of one lesson respectively while the tests of sub-project III required two lessons each. The instruction given during sub-projects I and II took place during the autumn term of form 7, but for sub-project III, the six lessons were given during the spring term after the Christmas holidays. Sub-project III ended just before the Easter holiday when the re-tests had been administered to all the participating classes. (The school year in Sweden consists of two terms, i.e. the autumn term, from the end of August to the end of December, and the spring term, from the middle of January to the middle of June).

Pupil Sample

Eighteen classes 7 were considered to be sufficient in order to get reliable and sufficient data on which to base final conclusions. Furthermore, as instruction in English is at present divided into two streams in Sweden, one which is more difficult called "särskild kurs", and one which is easier, called "allmän kurs" (abbreviated to sk and ak), it was decided to have twelve classes representing the more difficult streams and six classes as examples of the easier stream. These proportions were agreed upon because two thirds of the pupils in form 6 seem to choose sk in form 7 while one third chooses ak. The school classes were to be randomly distributed among the teaching variants so that each strategy was assigned six classes. The distribution of streams and teaching variants is illustrated below:

	Im	Ee	Es	
sk	4	4	4	= 12
ak	2	2	2	= 6

Total 18 classes

To find the 18 classes needed for this project the original plan had been to choose six schools and to make a random selection of three classes within each of these six schools. Timetable arrangements, however, sabotaged these intentions as in a few schools a certain timetable prototype was used so that all the class 7's had English at the same time. Consequently only one class from that school could be used as there were only three sets of earphones for use on the project. Each assistant had one set of earphones and if all the classes had English at the same time, he could therefore use them in one class only. Even if the school had more than three classes available from the timetable point of view, the selection of participating classes was not truly randomized. Not every teacher was willing to take part in the experiment. In the circumstances eight schools were needed to provide the project with the required number of pupils. Two of these schools were situated in the northwest of Göteborg, three were in the east, and three schools were in Mölndal, a nearby town, south of Göteborg. Each of the three assistants had one of these three groups of schools assigned to him. However, work during the project meant extensive travelling between the schools, often during the ten-minute-break between lessons, and delays caused by traffic jams and the packing and unpacking of earphones caused a certain amount of irritation in the classes.

Any student who did not do the three criterion tests and who was not present during at least five of the six lessons was automatically dropped from the experiment. This means that only 337 students remained when 74 pupils with missing data had been deducted. The fact that the criterion test was given on two two different occasions meant a further reduction in the number of pupils. Thus 268 students were present on the two occasions when the pre-test was given but for the post-test the number was 262.

The distribution of the remaining students according to sex, streams, and teaching variants is demonstrated in Table 1:

Table 1: Distribution of the Pupil Sample According to Sex, Stream, and Teaching Variant.

		Im	Ee	Es	Total
sk	boys	36	52	44	132
	girls	42	36	40	118
	total	78	88	84	250
ak	boys	16	20	23	59
	girls	5	8	15	28
	total	21	28	38	87

	sk	ak	total
boys	132	59	191
girls	118	28	146
total	250	87	337

The results of 337 pupils have been processed by computer. It was desirable that the same number of students should be assigned to the various methods. This has not been the case as ak-classes tend to be very small. The distribution between the couses suffers thereby too, and there is not the desired proportion of two thirds of the pupil sample for sk and one third for ak.

Grades and IQ. To find out if the pupil sample for GUME 3 represented an average cross-section of the student population of that age-group, a check was made of the students´ IQ´s and grades. The latter from form 6 in English, Swedish, and mathematics were compiled from the headmasters´ records. The total mean for each grade should, ideally, be 3.00. Table 2 illustrates how the grades were grouped if courses, sex, and total mean are taken into consideration:

Table 2: Grades in English, Swedish and Mathematics.

	Total mean	S.D.	sk		ak		boys		girls	
			mean	S.D.	mean	S.D.	mean	S.D.	mean	S.D.
English	3.22	1.05	3.60	0.85	2.11	0.74	3.01	1.06	3.48	0.97
Swedish	3.19	0.98	3.49	0.89	2.32	0.68	3.04	0.94	3.39	1.00
Maths	3.15	1.05	3.45	0.96	2.27	0.76	3.17	1.07	3.12	1.02

It is clear from Table 2 that the girls in the group are superior to the boys as regards marks in English and Swedish. It is also evident that the total mean exceeds the norm. Perhaps this is to be expected as the pupil sample consists of more classes from sk than from ak. As a whole, however, it can safely be said that the students of this project are "normal" in the matter of grades.

In order to go more deeply into the question as to what degree the pupil sample was representative, there was a scrutiny of a standardized IQ test (Table 3). (This test is described in the chapter called Evaluation Instruments).

Table 3: Distribution of IQ according to courses and sex.

		sk		ak		boys		girls	
Total	S.D.	mean	S.D.	mean	S.D.	mean	S.D.	mean	S.D.
50.20	10.49	53.56	9.23	40.17	7.08	49.72	10.23	50.79	10.80

The IQ test is standardized to give a mean of 50 and a standard deviation of 10. Table 3 confirms the information given by the grades that the pupil sample is fairly representative of that age-group.

It is worthwhile to follow the distribution of the IQ in the different courses. The individual IQ´s in the classes vary from 26 to 74. Figures 1 and 2 illustrate the IQ in relation to the number of pupils in ak and sk. An overlap between the courses, which was also found in GUME 1 and 2, is evident from these figures.

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Figure 1: Distribution of Pupils in ak and sk according to IQ Per Cent per Course

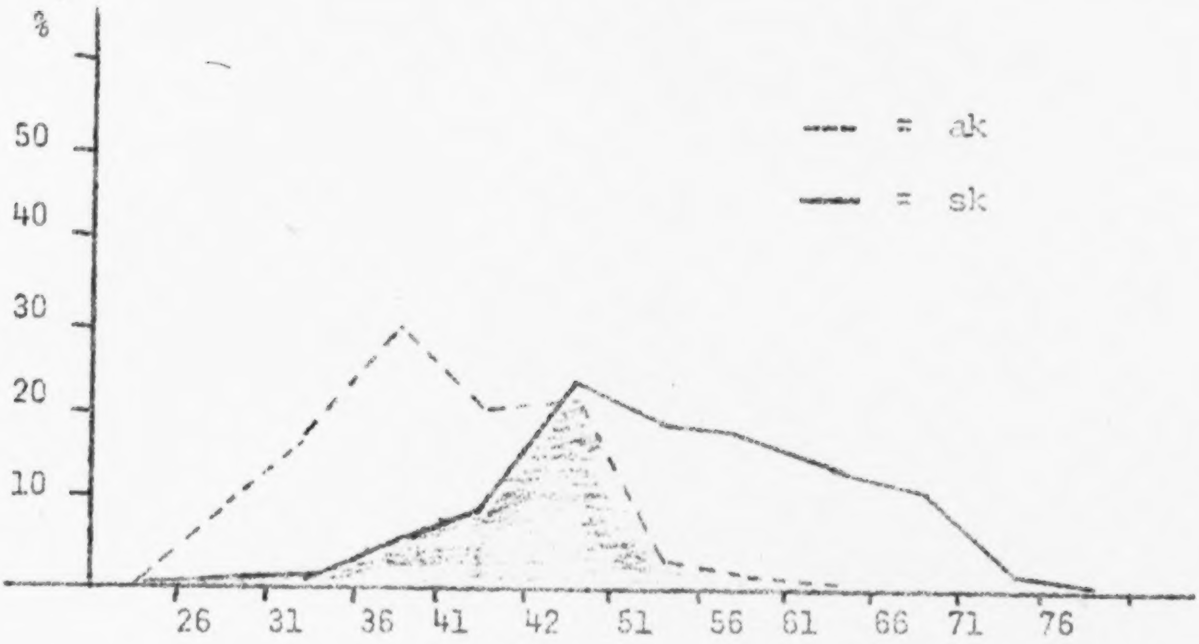
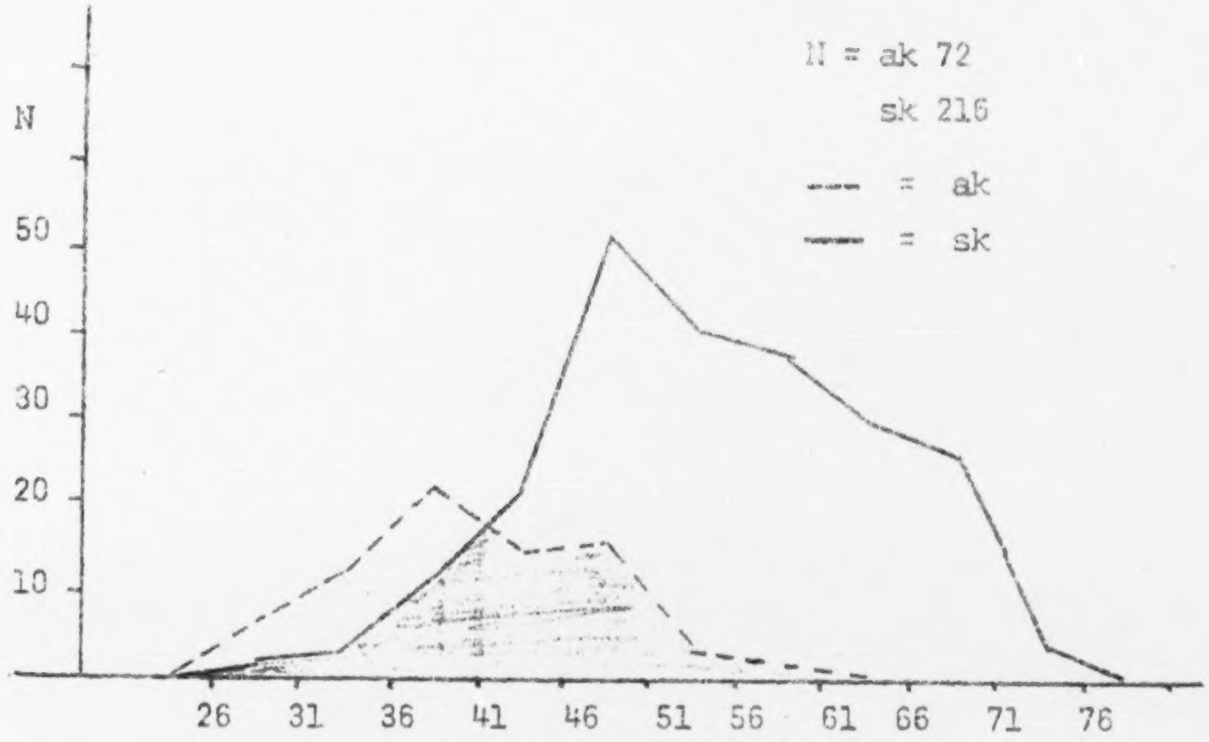


Figure 2: Distribution of Pupils in ak and sk according to IQ in Number of Pupils



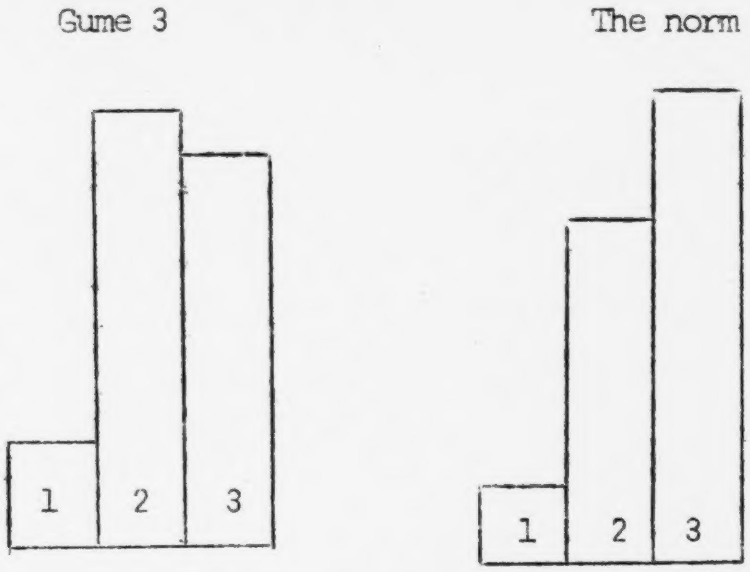
Ak	N	6	12	21	14	15	3	1	=	72			
	%	8	17	29	20	21	4	1	=	100			
Sk	N	2	3	11	20	49	38	36	28	25	4	=	216
	%	1	1	5	9	23	18	17	13	11	2	=	100

Social group. Finally there was a check on the representativeness of the pupil sample as far as social background was concerned. There is in existence in Sweden a norm for the stratification of professions and occupations deriving from tables from the Election of 1968 (Andrakammarvalet i Göteborg 1968, U 1969:2, pp. 63-19). The classification may seem arbitrary and subjective, and the criteria of no high reliability but it is the only norm answering our end. The highest social group is here called group 1, the middle, group 2, and the lowest, group 3. The figures from the norm for each group are 8.2 %, 38.4 %, and 53.4 %. Table 4 shows the distribution of students according to courses and sex as well as the total sum. It was not possible to trace the background of 28 pupils out of the 337, and these 28 are found in the Ø column.

Table 4: Distribution of Social Group among the Pupil Sample.

	Social group			
	1	2	3	Ø
sk	35	109	91	15
pper cent N = 235	14.8	46.3	38.7	6.0
ak	1	29	43	13
per cent N = 73	1.4	39.7	58.9	15.1
total	36	138	135	28
per cent N = 309	11.7	44.7	43.7	8.3
boys	20	81	71	19
per cent N = 172	11.6	47.1	41.3	9.9
girls	16	57	64	9
per cent N = 134	11.9	42.5	47.8	6.2

Figure 3: The Pupil Sample Compared to the Norm



The difference between the student population of Gume III and the norm becomes clear from the above figure. The statistical mean for Gume 3 was 2.32 (the norm 2.45). A χ^2 analysis showed that the pupil sample deviated significantly from the Göteborg norm (χ^2 = 13.32 - significant at the 1 per cent level). The fact that the student population of Gume 3 is almost exactly on the theoretical mean in other background variables, however, means that the deviation in social group cannot be expected to influence the interpretation of the results.

The Teaching Materials

The design of the separate lessons within the three sub-projects followed the same pattern. Each lesson was to be divided into three parts devoted to oral drills, written exercises, and the reading of texts respectively, and the teaching material was written with this division in mind. The grammatical explanations were to take three minutes of each part of the lesson. This means that the students of the Ee och the Es variants had less time for oral and written exercises than the Im group.

The proportions given to the different activities should not be interpreted to mean that the grammatical explanations always took up three minutes regardless. In reality, they could take from one to four minutes. The important thing was that they should add up to nine minutes per lesson. It must also be stressed that the written work was not limited to the second part of the lesson. During an explanation the student could be asked to fill in a few words just to keep him "ticking over", as it were, and to prevent possible loss of interest. Grammatical explanations and written exercises were sometimes intermingled in the second part of the lesson so that the students were first asked to write sentences according to a given pattern and afterwards to turn to the next page where the correct sentences had been printed. After the student had checked his own version, he was to make observations on some part of the sentence. The texts intended for reading in the third part of the lesson were, as a rule, followed by questions on the content. The answers were to be written. This section of the third part was designed for those students who worked faster than the others, and, consequently, had to be kept meaningfully busy.

The four skills mentioned in the Authorized Curriculum for Swedish Schools, i.e. listening, speaking, reading, and writing are thus represented in each lesson. The students start with listening, go on to speaking practice, reinforce the oral exercises with written work, and finally, during the last part of the lesson, when the students should rightly be allowed to relax a little, they listen to dialogues spoken by native Englishmen while they themselves have the texts in front of them.

Oral drills. According to Palmer's The Principles of Language Study the study of languages is essentially a habit-forming process (p. 38) and language learning situations must therefore be carefully structured to exclude the possibility of error on the part of the student (p. 74). He stresses the importance of meaningfulness, variation, and stimulation in these automatic habit-forming activities (p. 57). Jespersen, too, in How to Teach a Foreign Language, recommends repetition and transformation drills (pp. 107-8)., devices which were to be stressed so much later by the audio-lingual method. The stress on the spoken language "Language is speech" is today something quite undisputed in classroom practice. The strict behaviourist opinion advocated by Skinner in Verbal Behavior (1957) that language is behaviour and language acquisition only a matter of acquiring automatic habits, is, however, not universally accepted. Today, drills have also been heavily critized. It is perhaps doubtful whether even the most carefully graded and structured material will make the pupil arrive at the right conclusions about the language, and, in that case, what is the use of practising without understanding? Practising one single structure in very concentrated doses is even said to be harmful to the student (Cole, 1969, p. 129). It has also been found that "over-learning" of a pattern can result in a fixed and stereotyped behaviour so that the student cannot vary his responses (Rivers, 1964, p. 151).

In the arguments for and against an excessive use of drills, the theories of whether language acquisition is a mechanistic or a mentalistic process are at issue. The mentalistic theory claims that drills in language teaching can only serve as a foundation for higher intellectual activities (Chastain, 1969, p. 102). The mechanistic, or habit-formation, theory sees language acquisition as a series of stimulus-response situations through which the student is led until he masters each structure with an automatic non-thinking skill (pp. 99, 106). Both the theories thus acknowledge the value of drills, but disagree on the extent to which they should be used. It has also been suggested that there may be different levels of language learning, and, if this is correct, that provision should be made for instruction to be carried on at different levels (Rivers, pp. 43-6). If this assumption is applied to drills, it would mean that not all students should have to go through the same number of drills when learning a particular point of grammar.

For this experiment the starting-point of the drill section of the lesson was in most cases a dialogue. The dialogues were followed by systematized series of structure drills. An effort was made to have contextualized drills as far as possible in order to avoid the use of isolated sentences. The procedure chosen for this project is thus very similar to what advocates of the audio-lingual method would have chosen.

The same material for the drills was used for the three teaching strategies within the experiment. To a very great extent the Im-variant is dependent on the fact that the structure drills are so arranged that they make the systematic functioning of the language clear to the student. Consequently the difference between the Im-variant on the one hand and the Ee- and Es-variants on the other is, that in the latter two cases there was an explicitly formulated generalization or explanation based upon observations of which facts governed that particular language situation.

Of the six lessons all except number two begin in the same way, that is, with a dialogue to which the students listen before they begin speaking themselves. The particular pattern which was the aim of that lesson was used over and over again in the dialogue, and in the drills which followed the student could be asked to act one of the parts of the dialogue. Drills should be monostructural and preferably involve only one operation at a time. Owing to the special character of the passive voice this was not possible. In the transformation drill, for instance, the change from active to passive or vice versa can mean that not less than three manipulations of the parts of the sentence must take place.

Once in Lesson 1, in the Im-variant, the pupils were given four-phase drills. All the other drills were three-phase drills. As the students were always given model sentences before the drill proper started, the possibility of error was not great, and as in any case correction was immediate, it was considered satisfactory for them to hear the master response once without repeating it. Repetition, substitution, and transformation drills were used as well as question-and-answer exercises. It was the exception rather than the rule that some kind of written stimulus was given during the drills. Other stimuli, such as pictures, were used in lessons 3, 4, and 5.

In order to keep the student´s interest alive during the drills there was a story, continuing from Lesson 2 to Lesson 6, about the Barkers, an English family. The drills were to a great extent built upon the activities of the different members of this family.

Material for the drills of Lesson 1 was taken from a programme by Sveriges Radio, English For Pleasure, called Use Your Englsih, and originally broadcast in 1966. The rest of the drills were written by the present author.

Written Exercises. As mentioned earlier, the purpose of the written exercises was to consolidate what had already been taught during the oral drills. The written work was in most cases heavily structured, so that the chances of mistakes were minimal. Model answers were given to the students before they started to write. When this was not the case, the students were afterwards given the correct answers to, for instance, the fill-in exercises, and these were read at a very low speed so that quick-witted students had time to fill in the correct words if they had not done that earlier. Sometimes the students were asked to write exactly the same drills which they had worked on during the oral exercises.

Since a connected piece of prose is bound to evoke more interest than disconnected sentences, an effort was made to include as many such texts as possible among the written exercises. A great variety of other kinds of written work was also employed, including substitution tables, fill-in (two-choice) exercises, question-and-answer drills, and transformation drills (passive to active).

The fill-in exercise can be regarded as a kind of check-up to see if the student has really mastered the structure and would be able to use it in a new context. There is only one exercise of the kind where the student should himself organize the passive construction of the verbal part with only the infinitive of the main verb given as a basis. This exercise has, for obvious reasons, been placed in the sixth lesson. In Lesson 5, there is another fill-in exercise, but there the student is given the expressions he should use. His task is to find out where to insert them. With this kind of exercise it is essential that the correct version should be read to the student when the time given for work on their own has elapsed.

The written work after the reading texts always consists of questions on the content of these texts. The questions either allow more or less "open" answers, or give the answers in the form or multiple choice (three- or four-choice).

The Reading Texts. The texts for the third part of the lesson, that is for the reading, were the same for all the three teaching strategies. Reading means here that the students had the texts in front of them and listened to a performance by native speakers. By this device the difficulty which the pronunciation would otherwise have presented, was avoided. Words which were presumed to be new to the students were given in Swedish in the margin. The texts were read as dramatically as possible and had been chosen carefully so that the students would be able to hear copious examples of the passive voice, but in new, interesting contexts.

As these texts were to demonstrate the tense which was the particular objective of the lesson in question, it was futile to hope that anything suitable would be readily available. There were further requirements which also had to be met. The distribution of the passive voice in colloquial, everyday language is not very dense (Noam Chomsky, 1957, Syntactic Structure, pp. 79-80), but here it was necessary to have life-like, colloquial language as well as many examples of the passive voice. Furthermore, the texts had to be attractive and interesting to the students as well as easy to understand. The present writer decided to approach two English professional authors, Mr. David Rush and Mr. John Jory with a request to write texts for the experiment along these lines. The first answer was no. They did not consider it possible to write dialogues with a high distribution of the passive voice without arriving at a very affected and strained language. A certain amount of persuasion was needed before they finally acquiesced. The result was dialogues full of action and variety and with plenty of examples of the passive voice.

The reading text for Lesson 1 differs from the others in that it is not a dialogue but a short prose passage taken from George Mikes´ How to Scrape Skies.

The Grammatical Point

The guiding principle for the selection of grammatical points as the basis for this assessment of the effectiveness of different methods has been the question of whether the English grammatical point chosen is represented by a dissimilar construction in Swedish. This is the case with the do-construction as well as with some/any, which are the grammatical structures dealt with by sub-projects I and II. The grammatical point singled out for GUME 3, the passive voice, conforms to this requirement, too, as the Swedish passive construction can be formed in two very different ways, while there is, broadly speaking, only one corresponding way in the English language. It must be acknowledged that the passive voice in English quite as in Swedish does not represent an extremely frequent or indispensable construction, but, nevertheless, the choice of the passive voice in this case can well be defended as even unusual grammatical structures can serve as a basis for the special purpose of this investigation.

That the passive voise is not regarded by the English as an uninteresting or negligible structure is shown by the attention given it by the books practising grammatical structures and written for foreign speakers of English. A W Allen (1956) writes, "We ought to stress the fact hat the passive voice has an important and special place in the language" (p.284). G O Curme (1935) goes still further in his grammar when he states that the lack of an appropriate indefinite pronoun has made the passive voice a favourite form of expression in English (p. 35), and, finally, Simeon Potter thinks that the passive voice is used more frequently in English than in other European languages (English Language Teaching (1962) No 4, p. 189). Evidence of the importance the English attach to this structure is also found in the fact that in Longmans' Elements of English Series treating various points of grammar and structure, one of the booklets is entirely given up to the passive voice. (Byrne, 1967). Mention should also be made of the periodical English Language Teaching which has devoted space in quite a few numbers to discussions on the passive voice, its nature, and how it should be taught.

Certain qualifications as to the relative importance of the passive voice are also found in linguistic literature. The general statement that passives are less central than actives is not refuted by anybody. The frequency of the passive voice is said to be higher in the written language than in the spoken and to give an impersonal effect, something which leads to a frequent use of it in scientific writing and objective reporting (P Corder, 1964, p. 24). These subjective opinions are supported by recent research into the frequency of the passive voice in modern scientific prose where the proportions active/passive were found to be 72/28 per cent by Barber, (1962, p. 26) and 74/26 per cent by Hudson (1968, p. 10). Barber also mentions (pp. 22, 27) unpublished findings by Mr. W Rumszewicz, a then postgraduate student at the University of Leeds. These gave similar figures, but the interesting thing is that the corresponding rate of frequency for the passive voice in dramatic texts was only 3 per cent.

As there are no similar data on other varieties of English at the moment the only conclusion that can be made at this stage is that significant differences in the distribution of the passive voice can be expected when dealing with different varieties of the language.

The Authorized Curriculum for Swedish Schools mentions the passive voice as one of the grammatical points to be learnt in forms 7-9 of the more difficult streams, i.e. sk. The Curriculum does not require the pupils of the easier stream, ak, to learn this item as their studies should only consolidate the grammatical points mentioned for forms 4-6 where the passive voice is not included. Current textbooks used in Swedish schools in form 7 introduce and drill the passive voice both in the textbooks and the workbooks. This is true to a lesser degree of the text- and workbooks explicitly written for the easier stream. In this connection it can be mentioned that in Hensjö's Build Up Their English, a book containing practical advice for teachers of forms 5 and 6, the passive is dealt with (pp. 121-4). It is thus not entirely out of place that the pupils of the easier stream should receive instruction on the passive voice within the framework of the project.

That pupils should attain complete mastery of all the aspects of the passive voice in English cannot be hoped for in form 7, be it within the framework of a project like this or during their ordinary lessons. In a way, the passive can be considered to be a more complicated construction than periphrases with do and some/any, as the transformation from active to passive involves three steps: 1. placing the subject after the preposition by, 2. moving the direct object to the place formerly occupied by the subject, 3. introducing *be* before the main verbal part of the sentence (Thomas, 1966, p. 192). These special circumstances necessitated a strict definition of the passive voice, an enumeration of its different functions based on this definition, and finally a selection of the items which could reasonably be used within the project.

The passive is here defined as a construction containing a form of the verb *be* plus a *past participle*. In English this construction can denote a state or a condition as well as a change of condition. For this experiment the latter case will be the more interesting, as the former case can be interpreted by a Swede as a form of the verb *be* plus a *past participle* functioning as an adjective. This case does not represent any difficulty to Swedes and need not be drilled or explained. (Cf. The house is already painted - Huset är redan målat).

A further problem was represented by the question whether there is, in fact, a correspondence between active and passive sentences, a question which is answered in the affirmative by some linguists (Chomsky, Ellegård, Svartvik) and in the negative by others (Cooray, Allen). Allen even considers that great harm has been done by giving the students the impression that there is a direct correspondence between active and passive sentences. (p. 289) To take sides is for the writer of vital interest as the passive sentence is often practised as a transformation of the active and explained in the school grammar as derived from it. The example "Joe married Jill" compared to "Jill was married by Joe" makes for doubt about his assumption, just as it is evident that sentences without an agent, as, for instance, "Her father was killed in the war", cannot immediately be turned into the active. As this experiment is in part founded upon Chomsky´s theories, it was decided to adopt his definition of the relation between active and passive sentences. As passives must be regarded as less central than actives it is natural to consider them to be derived from actives and not vice versa. This experiment will deal with the initial stages of teaching the passive voice, and thus only degrees of high correspondence between active/passive can be to the point when making use of transformations in the instruction. The choice of verbs can be less restricted when the text or the exercises do not compare the active to the corresponding passive sentence or vice versa.

The Explanations. The grammatical explanations which have been used within sub-project III for the explicit strategies are of a formal as well as of a semantic character. Formal criteria are used when changes in the word-order in the transformation from active to passive are demonstrated. When it is pointed out that an active sentence has the same meaning as the corresponding passive sentence, semantic criteria are used. The explanations start with the active sentence as a kind of kernel sentence and describe how the passive is derived from it. The grammatival model underlying the instruction is consequently the transformational.

All in all there were nine minutes of explanations each lesson. This is a fair amount of time as the lesson lasted about 30 minutes. During the course of ordinary instruction, grammatical explanations do note take up one third of the time. For experimental purposes, it was, however, considered necessary to choose a length of time which would give distinct evidence of the effectiveness of the methods in question.

The place of the grammatical explanations has in this experiment been governed by Palmer´s principle that the example should precede the rule (p. 85). Whether the explanations should come after one or two examples or when the pattern has been practised for a while is a really tricky problem. It is rightly feared that the student might form his own rationale for the pattern if he has to wait too long, and as the teacher cannot supervise him here, this private explanation may be inaccurate and can cause much loss of time later (Rivers, p. 152). As the passive voice is a complex grammatical structure, it was felt that the student had to handle it several times, before the explanations started. Therefore, it was decided that the first seven minutes of the lesson should be given up to oral drills only, and after that the explanations were to start. It is quite possible, in this case, to declare that since the explanations thus take place fairly late in the oral part of the lesson, they are also valid for the written exercises (which, after all, do not introduce any new problem), and so they can be considered to be at the beginning of the written exercises, which, in their turn, are rounded off with further analysis and discussion of the same problem.

The students never saw the grammatical explanations in print. They had special work sheets for the grammatical part of the lesson in front of them; for the Ee group on green paper and for the Es group on red paper. The particular sentences which were the object of the lesson in question were printed on these sheets, and the pupils were asked to make observations on different functions of the passive voice. It was considered advisable with this age-group not to tax their listening ability too heavily. During the explanations they were thus asked to fill in missing words, to underline sentences and to draw lines to mark how the same words had different positions in the corresponding active and passive sentences.

As it is a good rule to proceed from the known to the unknown, the explanations started with the active sentence and stressed that it had the same meaning as the corresponding passive sentence, which to the students was a less well-known construction. The sentences which were discussed had been taken out of material which the student had already worked on during the preceding part of the lesson. Thus grammar was never discussed in disconnected sentences or without a context but always in connection with a situation already known to the students and in sentences familiar to him.

Grammatical Content Per Lesson. The lessons of sub-project III have been arranged so that Lessons 1 and 2 treat the present tense, that is, Lesson 2 mainly revises and reinforces what was taught in Lesson 1. Lesson 3 treats the past tense, Lesson 4, the perfect tense, Lesson 5, the pluperfect, and Lesson 6, a few modals (will, can, must) plus the passive infinitive. (Table 5). The grammatical explanations, however, start during Lesson 1 with examples in the past tense. It was considered that the sentence Mr. Roberts keeps the money offers more difficulies to a Swede when transformed into its passive correspondence The money is kept by Mr. Roberts than the same pair of sentences in the past tense (Mr. Roberts kept the money/The money was kept by Mr. Roberts). In the latter case only the word-order is changed and a few function words are added. If the present tense had been chosen the change of the word-order and the additional function words would not have been enough,

Table 5: Distribution of the Different Phases of Instruction During the Six Lessons of the Project.

Lessons	Im, Ee, Es	Es	Ee, Es	Ee, Es	Ee, Es	Ee, Es	Ee, Es
	Tense treated in texts	Comparisons with the Swedish construction	Revisions of tenses learnt previously	**Relation** subject-agent main theme	Verbal part main theme	Comments on sentences without an agent	Number
1	Present			X		X	
2	Present	X		X		X	
3	Past	X	X		X		
4	Perfect		X		X		X
5	Pluperfect	X			X		
6	Modals + Passive inf.		X		X	X	

but the shape of the verbal part of the sentence would have had to be thoroughly changed from keeps to is kept. There is no special lesson entirely given up to explanations about the changes from active to passive in the present tense. It could thus justly be objected that the present tense has not received its proper share of attention as far as the explanations are concerned, but if it is taken into account that out of the seven sections of the test battery five are devoted entirely to the past tense, a preoccupation with explanations on the past tense is justified. That the past tense was favoured to this great extent in the test was due to the fact that it lends itself more readily to objective marking than, for instance, the present tense.

The first lesson of the experiment limits itself to describing how the subject of the active sentence changes places with the object when the sentence is made passive. The verbal part of the passive sentence is not dealt with until the third lesson. There is no doubt that this part of the sentence is the most difficult for the student, and it was therefore split up into two parts. During Lesson 3 and 4 attention was focussed on the main verb of the verbal part, while the fifth and the sixth lessons discussed the auxiliaries. From the first to the last lesson there was a continual revision during the explanations of what the preceding lessons had dealt with.

In addition to the points mentioned above, number is discussed briefly in Lesson 4. It is mentioned only in passing, as mistakes in number were not to be marked in the tests. Furthermore, active sentences with a direct object as well as an indirect object are transformed into the passive in Lesson 2, Part B, but only within the Ee-variant. In the corresponding section of the Es-variant, the two different possibilities of translating an English passive sentence into Swedish are discussed. As this is a problem which is not discussed in the Ee-variant, the result is a gain in time within this strategy, when the Es-group have comparisons with the Swedish language. It is open to discussion if this gain in time should have been used for the introduction of a problem which is not also dealt with within the Es variant. However, in the written exercises, this special point is practised within all the three variants.

Grammatical Terms. As the lessons were delivered on tape, the explanations had necessarily to avoid technical expressions as far as possible, so that these would not form a barrier and hamper the comprehension of the explanations. The grammatical terminology needed was, therefore, chosen with great care. The expression "the passive voice" was ruled out because of such considerations and instead the explanations talked about active and passive sentences. What the word "passive" means was made clear by descriptions of the behaviour of passive and active people.

To include terms for the tenses was not necessary for the purposes of this experiment, and they would undoubtedly have rendered the understanding of the explanations as a whole more difficult in classes where they had not previously been employed. In order to be able to mention the different parts of the sentence without using the designations "subject", "object", and "agent", the elements of the sentence were numbered with the figures 1, 2, and 3. Thus the subject of the active sentence was called part number one, the verbal , part number two, and the object, part number three. This procedure made it possible to describe the transformation of an active sentence into the corresponding passive sentence by pointing out how part three in the active sentence moved to the beginning of the passive sentence, and how part 1, preceded by the preposition "by", was placed at the end of the passive sentence. It was finally stressed how part two, the verbal part, kept its place in the middle of the sentence.

For the discussion of part number two, the terms "little verb" (the auxiliary) and "head verb" were introduced. It was also necessary to deal with the principle parts of the main verb to be able to point out that the third form of these was used in part two of the passive sentence. The expression "the three parts of the verb" was chosen when talking about the principle parts. It is probable that the students had come across this expression in form 6, and in any case, even if this was not so, it is impossible to misunderstand the expression, as the three forms were pointed out in written form at the same time as they were discussed.

3. EVALUATION INSTRUMENTS

The Criterion Test

During the course of the experiment a criterion test was distributed three times. The first, the so-called pre-test, was given before any instruction on the passive voice had taken place. After the six lessons had been delivered in each of the 18 classes, a post-test was held, and, finally, a month later, a re-test was given. The tests consisted of the same papers all three times (Appendix B). The teachers had agreed not to teach the passive voice in form 7 until after the project, and the passive is not generally taught in the sixth form; nevertheless, it was considered possible that the students might have met with the construction earlier, and, for that reason, a pre-test to ascertain the state of affairs at the start of the project was deemed necessary. The post-test was to establish the command of the grammatical point in question after instruction had taken place, and the re-test was to examine the degree of retention.

It was felt by the present author that as the passive sentence presents not only one but in some cases two or even three difficulties to a Swede, different sections of the test should deal with different elements of the sentence. In the end the final version consisted of a battery of seven sections and was held on two different occasions, for about 30 minutes each time, on separate weekdays.

After a first version had been tried out in some schools, it was decided to start with the easiest tests and gradually introduce more and more difficult items. The first four sections, which were to be given on the first occasion of the test, were two-choice tests where the pupil was only to mark the alternative he thought was the right one. The remaining three sections of the test were more exacting (asking the student to convert passive sentences into active ones and vice versa and to translate sentences from Swedish into English).

In order to eliminate differences in procedure when the tests were given, all the instructions had been recorded, and the time-factor was thus regulated in every classroom. The instructions were in Swedish, and most of them were more or less literally repeated on the student´s papers. (Appendix B). For technical reasons only the first nine of the ten items which the first subtest consisted of, have been scored. Similarly, of the ten items of tests 5 and 6 only the first nine were marked in each test.

Description of the Seven Sections of the Criterion Test. Section one of the test consists of a continuous passage of prose where the verbal part of the sentence has been left out. An active and a passive version of that part are given in the margin of the page. The student is told to choose the expression he thinks is the more suitable in the sentence in question. Only the passive version is possible in these sentences, and once the student discovers this, he has few difficulties left in that test.

Section number two of the test is made up of a listening-comprehension test. It must be considered to be more difficult than Section 1, partly because a listening-comprehension test demands a great capacity for concentration on the part of the student, and partly because the two possibilities suggested on the student's sheet are equally likely as far as the form is concerned, since both are nouns. Consequently, in Section 1 of the test the students were to state the correct verbal expression, while in Section 2 they were to make a distinction between who had been exposed to an action and who had been the agent of the action.

In sections three and four the students are tested on their ability to distinguish whether they have an active or a passive sentence in front of them. For Section 3 the correct solution is given to them for the first sentence, and, after that, the student has 39 sentences to continue with on his own. The passive and the active sentences have been mixed so that the student must consider for each sentence if "has" or "was" should be inserted. Section 4 is similar to Section 3, but here the student should choose between sentences in the future, active or passive, while in Section 3 he was to choose between the past tense in the passive and the perfect tense in the active voice.

Sections 5 and 6 are in certain relation to each other, as 5 consists of passive sentences which should be converted into active ones and 6 of active sentences which should be made passive. For both sections the past tense was chosen, and verbs which have the same form in the past tense and in the past participle were picked out, so that the construction as a whole would be the main difficulty and not details, as, for instance, the principal parts of the verb.

Section 7, finally, consists of eight Swedish sentences which were to be translated into English. Only the present and the past tense are represented in the sentences, but the two different ways of constructing the passive voice which are current in Swedish are used. A good deal of latitude was to be applied when it came to marking the past participles. Spelling mistakes and mistakes regarding number were to be ignored.

The participating teachers were told about the results of the pre- and post-tests at a meeting which took place after the experiment was finished. They declared that the results of the tests confirmed their opinions about the ability of the different students in their classes. Furthermore, and what is still more interesting, they stated that they considered the two parts of the test battery to be of very different character. The first part was exellent according to them, but the second part, where the students were to construct sentences on their own, tested matters quite outside the scope of this project, for example, difficulties in writing in the case of some students. It was consequently decided that special attention should be given to comparisons between the results of sections 1-4 and sections 5-7.

There is no conclusive answer to the question whether the tests unduly favoured one or two of the three teaching strategies. It is clear that the Im-variant, related as it is to the audio-lingual and the direct method, is matched in the tests with the listening comprehension test, just as the Es-variant is looked after in the translation test. Assumptions about the nature of the rest of the test battery can only be value judgements.

Speaking tests were excluded from the list of possible tests because the project did not have at its disposal the resources necessary for administering them. Nor can these tests be considered necessary for the purposes of this study as they are primarily used for the scoring of pronunciation and intonation. Admittedly, fluency is also measured by a speaking test, but this aspect of the student's proficiency was not indispensable. To construct speaking tests of acceptable validity and reliability is a very exacting task. Had an attempt to construct such tests been made, then very probably this project would not have succeeded better, than the committee set up in England to prepare an alternative GCE examination (Otter, 1968). Their conversation test proved to have low correlations with all the other sub-tests as well as with the total score (pp. 22, 87). In my case such a test would hardly have helped to shed light on the effect of different methods in the instruction.

Other reasons than administration shortages made the writer dismiss tests requiring the student to discriminate between well-formed and non-grammatical sentences. The passive voice does not lend itself easily to this kind of test. The effort in making a passive sentence non-grammatical could lead to a construction which the student would not recognize as being a passive sentence. The only exception is the preposition of the agent which could have been exchanged for other prepositions while still not changing the voice of the sentence.

Correlations. Part I of the test battery of this project (Sections 1-4) which tests comprehension and could consequently be termed a passive test while Part II (Sections 5-7) could be termed a production or active test, were found to correlate fairly well with each other and also with the total score (Table 6).

Table 6: Correlations between Sections 1-4, 5-7, and the Total.

	Sections 5-7	Total Score
Section 1-4	0.640	0.957
Section 5-7		0.836

The two parts of the tests were also found to correlate well with grades in English which do include an estimate of oral proficiency as well as of written work (Table 7). These correlations are indeed a good criterion of the validity of the test as they are high for all the three groups. The highest figures are found for the total pupil sample. It is also noticeable that the figures increase for all the three groups between pre-test, post-test, and re-test.

Table 7: Correlations between Grade English and Criterion Test.

Total Pupil Sample

English	Grade	- Pre-test	0.766
"	"	- Post-test	0.805
"	"	- Re-test	0.805

Sk

English	Grade	- Pre-test	0.656
"	"	- Post-test	0.679
"	"	- Re-test	0.699

Ak

English	Grade	- Pre-test	0.646
"	"	- Post-test	0.707
"	"	- Re-test	0.712

The very high correlation 0.957 between Sections 1-4 and the total score indicates that these sections could have been used exclusively as having a result almost identical with the total. Consequently Sections 5-7 add very little information to that given by Part I of the test. Figures 4 and 5 illustrate how the two different parts of the test battery turned out in sk and ak respectively. For Sections 1-4 the distribution is satisfactory in both sk and ak. Evidently, the overlap between the courses shown earlier

(Figures 1 & 2) is here once more demonstrated. There is quite another picture for Sections 5-7, where the distribution is positively skewed. The test appears to have been much too difficult for ak. Had the intention been to separate the best students from the poorer ones, it would have done so successfully. The differences between sk and ak are here underlined more conspicuously than in any other figure. To what extent writing difficulties can be blamed for the poor result, as the participating teachers suggested, was analyzed by a scrutiny of the mean results of sub-tests 5, 6, and 7 (Table 8). Subtest No 7 consisted of a translation from Swedish into English, but the student was not more heavily taxed by this test than by Ns 5 and 6 as far as writing was concerned. The difference in result between No 7 on the one hand and Ns 5 and 6 on the other clearly demonstrates that sub-test 7 was unsuitable for ak and very difficult for sk.

Nr 5 and 6 turned out fairly well in sk. If difficulties in writing had any part in the poor result in ak, this was not an important factor.

Table 8: Sections 5-7 in Sk and Ak (Means).

Pretest	Sk	Ak
Section 5	4.52	1.34
" 6	3.80	0.75
" 7	1.83	0.32
Post-test		
Section 5	5.60	2.20
" 6	5.89	2.28
" 7	3.05	0.81
Re-test		
Section 5	6.15	2.18
" 6	5.93	2.19
" 7	3.03	0.60

Figure 4: Showing the distribution of Sections 1-4 in Sk and Ak

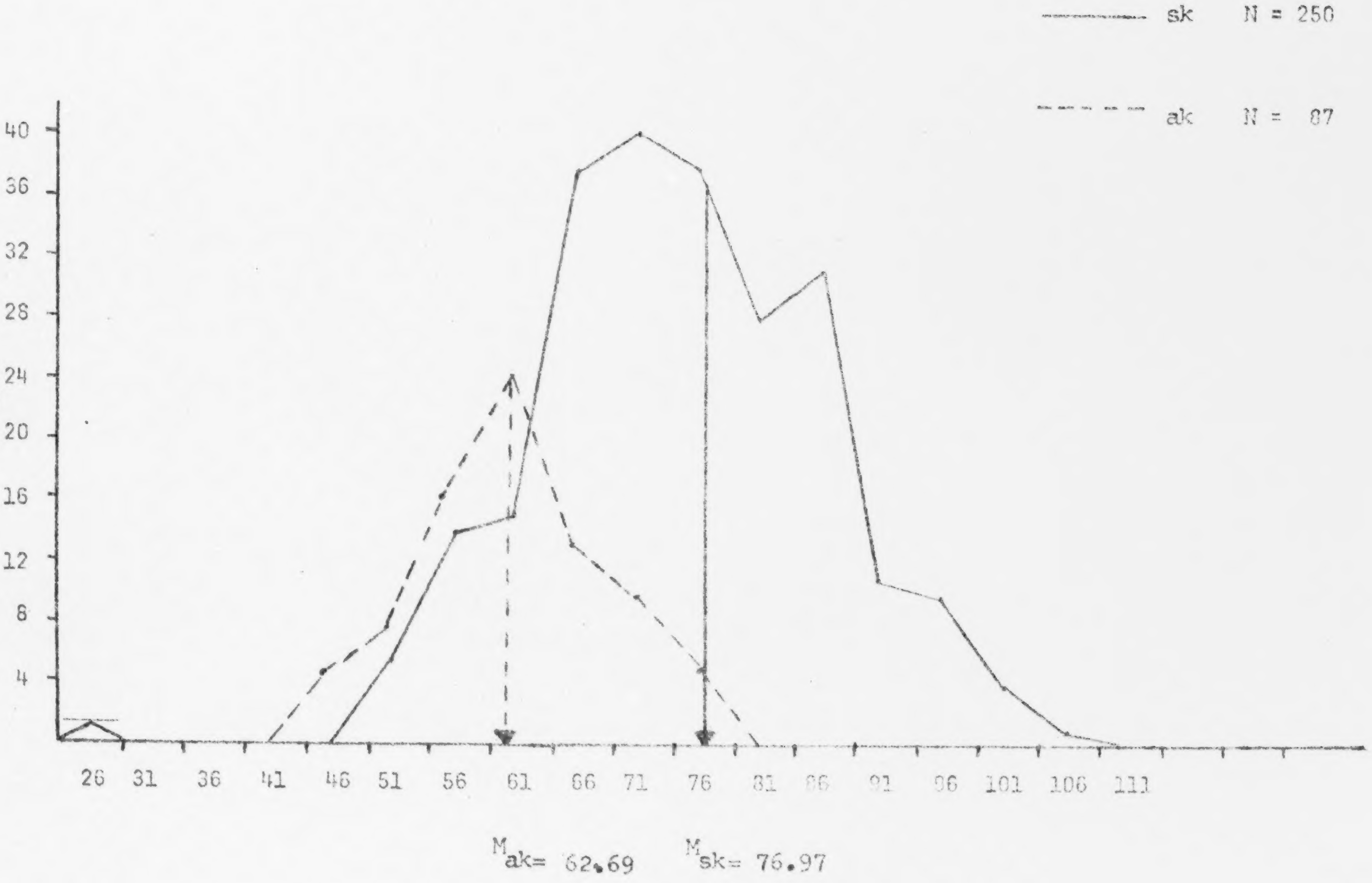
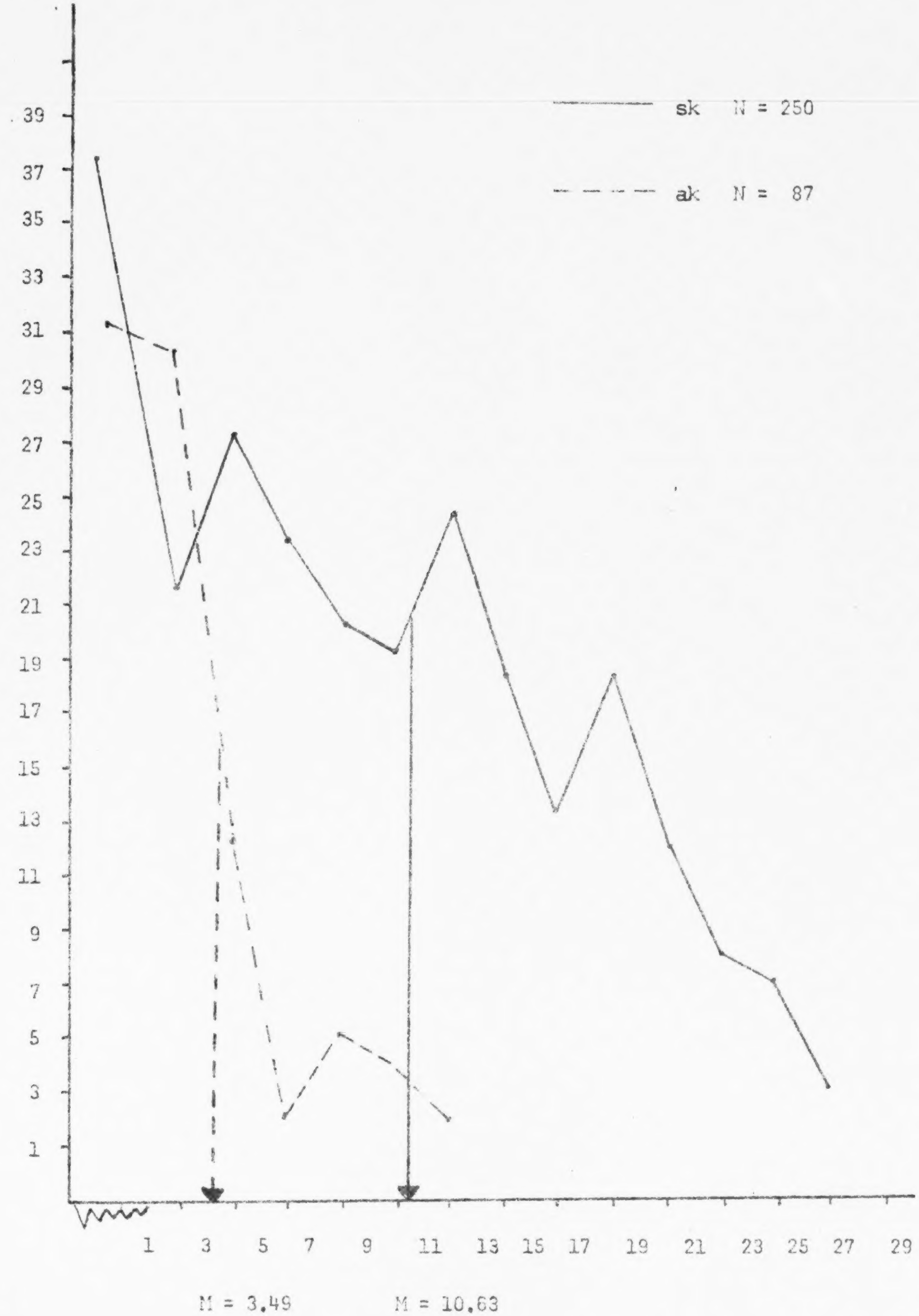


Figure 5: Distribution of Sections 5-7 in Sk and Ak.



The asymmetry in the distribution of scores for Sections 1-4 and 5-7 caused a further check on correlations between Sections 1-4, grade English and Verbal IQ and a corresponding examination of the figures for Sections 5-7. The result was the table below:

Table 9: Correlations between Sections 1-4, 5-7, Grade English and Verbal IQ for Total, Sk, and Ak Pupil Sample.

	Total	Sk (N = 250)	Ak (N = 87)
Section 1-4/Grade English	0.673	0.522	0.543
" 5-7 " "	0.669	0.579	0.550
" 1-4/Verbal IQ	0.525	0.482	0.212
" 5-7 " "	0.510	0.459	0.401

Both Sections 1-4 and 5-7 correlate better with Grade English than with Verbal IQ. It is also evident that Sections 5-7 at the same time as being so difficult for a great number of pupils in ak that they did not score any points at all, nevertheless correlate better with Verbal IQ than Sections 1-4 in ak do.

Table 10: Matrix of Correlations for the Pre-test.

Part	2	3	4	1-4	5	6	7	5-7	1-7
Part 1	.094	.200	.177	.342	.064	.185	.308	.194	.352
" 2		.507	.406	.697	.446	.476	.404	.512	.705
" 3			.560	.866	.479	.486	.562	.574	.845
" 4				.833	.417	.460	.453	.522	.810
" 1-4					.519	.565	.593	.640	.957
" 5						.504	.503	.785	.680
" 6							.634	.863	.735
" 7								.769	.719
" 5-7									.836

N = 268

With one exception, all the separate sub-tests correlate well with each other and with the total score. Tests 3 and 4 have the highest correlations with the total. Thus either of these tests could have been used instead of the whole battery with satisfactory result. Sections 5-7, that is the productive part of the test, also correlate well with the total. The translation test is no exception, but the marking of these sections required more time and effort than the so-called comprehension tests (sections 1-4) as this could not be done entirely objectively. This fact in addition to the high correlation of sections 1-4 with the total score, which would imply that additional tests **are** unnecessary, makes it doubtful whether anything is gained by adding sections 5-7 to the test as a whole.

The low correlations of sub-test 1 with all the other sub-tests as well as with the total are perhaps due to the fact that this part consisted of nine (two-choice) items only. The student could thus arrive at 50 per cent of the correct answers just by guessing. In reality, sub-test 1 thus had 4.5 items only, and this must mean that it had a low standard deviation. As the reliability of a test is a function of the standard deviation, test 1 probably has a low reliability because of low figures for the deviation.

The Reliability of the Test. In order to weigh the reliability of the test 100 students were picked out at random (62 from sk and 28 from ak) and their results were scrutinized. This was done by comparing the result of the odd numbers of the items to that of the even numbers. Only Sections 1-4 were dissected in this way. These sections were chosen because in these sub-tests the student had only to cross off one of two possibilities. If the work of the student had not consisted of haphazard guesses but of a serious attempt to understand the sentences in front of him, the sums of the even and odd numbers would correlate well. The results are shown in the following table

Table 11: Reliability Coefficients (Corrected by the Spearman-Brown Formula).

	Sk	Ak	Sk + Ak
Sections 1-4	0.92	0.72	0.91

The very high correlations in the above tabl- indicate that the reliability of the test cannot be questioned.

In order to make a further check on the test the total IQ and grade in English were correlated to the results of Sections 1-4, 5-7, and the total score of the pre-test with the following result:

Table 12: Correlations (IQ, Grade English, Pre-test).

	Grade English	Sextions 1-4	5-7	Total
IQ total	0.664	0.584	0.572	0.647
Grade English		0.673	0.669	0.766

All the figures are significant. The high correlations between the different parts of the test and the IQ also bears witness to how difficult it is to construct a test that measures knowledge of English and not intelligence and language aptitude. It is a step in the right direction, however, that at least correlations between the criterion test and grades are higher than for the criterion test and IQ.

Table 9 gave an intimation of the fact that a scrutiny of the different parts of the IQ test could be rewarding. If correlations between the parts of the IQ test and the criterion test are scanned (Appendix F) the search is rewarded. For the total pupil sample the Verbal IQ correlates fairly well with the pre-test (never below 0.500). The Inductive IQ, too, has high correlations with the pre-test, but the Spatial IQ is around 0.300. Thus the correlations are higher with the parts of the IQ which are connected with language aptitude than with, for instance, the Spatial IQ.

As to grades the correlations are highest between the pre-test and Grades English. In Grades Swedish they are lower which confirms the assumption that the criterion test measures knowledge in English besides language aptitude. Finally, the low correlations between grades in mathematics and the pre-test makes it possible to state that the test is, after all, mainly a test of proficiency in English and not one of intelligence.

A final analysis of the reliability of the test involved comparisons between the pre-test, the post-test, and the re-test (Table 13).

Table 13: Correlations (Pre-, Post-, and Re-test) for the Total Pupil Sample and for Sk and Ak.

Sk Ak, N = 337

	Post-test	Re-test
Pre-test	0.858	0.839
Post-test		0.892
Sk, N = 250		
Pre-test	0.811	0.774
Post-test		0.858
Ak, N = 87		
Pre-test	0.697	0.722
Post-test		0.726

The various figures indicate in a consistent pattern that the test measures proficiency as far as the passive voice is concerned. The pupils have been ranked repeatedly in a very similar way. The correlations may be looked upon as re-test reliability coefficients of sufficient magnitude for the purposes of the present investigation (comparisons between groups).

The Intelligence Test

The intelligence test used in sub-projects I, II and III consisted of parts of the so-called DBA tests (DBA = differentiell begåvningsanalys, i.e., differential intelligence analysis) constructed and standardized by Professor Kjell Härnquist of the University of Gothenburg. The three parts used were the Verbal, the Spatial, and the Inductive tests (also referred to as "similarities", "blocks", and "letter combinations"). According to Professor Härnquist they give, when taken together, a reliable measure of general intelligence and ability. (See further Härnquist, Manual till DBA). Using the scoring on the intelligence test as a criterion, the students are divided into three groups of high, medium, and lower ability. The observed variation in intelligence was later used in the analysis of variance and co-variance.

PACT

A Listening Comprehension Test was also given. It is called PACT (Pictorial Auditory Comprehension Test). It has been constructed by John B Carroll and one of his assistants, and was originally to be used to measure foreigners´ comprehension of spoken English. It has been adapted to Swedish conditions by Lennart Levin. The students are presented with a series of pictures and they then listen to a dialogue or a description. After that they are told to make a decision as to which picture the dialogue or description refers. The PACT gave a mean of 52.26 and a standard deviation of 9.12 which corresponds to the scoring of the DBA-test. For Gume II the figures were 50.58 (9.60). The similarity in results in this case means that further work with PACT will be rewarding. PACT was introduced partly because it was thought desirable to have some kind of additional auditory test to counteract the predominance of Written tests in the projects. Above all, it is interesting to see how PACT, primarily designed to indicate general knowledge of English, correlates with grade in English, total IQ and the pre-test (Table 14).

Table 14: Correlations with PACT.

	Sk + ak		Pre-test		
	IQ	Grade English	Sections 1-4	Sections 5-7	Total
PACT	0.486	0.652	0.600	0.569	0.649

A high correlation between the pre-test and PACT implies that the pre-test has not only something to say on the student´s mastery of the passive voice but also on his proficiency in English as a whole. A comparison with sub-project II shows that in Gume III there is smaller correlation with IQ and a better one with grades in English. As far as PACT is concerned the difference between GUME 2 and GUME 3 is significant (GUME $3 > 2$) at the 5 per cent level.

Table 15: A Description of the Measuring Instruments in Terms of Means and Standard Deviations of the Various Tests.

Variable	Sk + Ak			Sk			Ak		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
IQ Test - Total	287	50.20	10.49	215	53.56	9.23	72	40.17	7.08
Verbal Test	291	5.09	1.91	218	5.56	1.78	73	3.71	1.58
Inductive Test	301	5.07	2.11	228	5.75	1.86	73	2.95	1.30
Spatial Test	300	4.99	2.02	227	5.34	1.90	73	3.90	1.99
Grade Total	333	28.65	8.27	247	31.63	6.99	85	20.08	5.09
Grade English	333	3.22	1.05	247	3.60	0.85	85	2.11	0.74
Grade Swedish	333	3.19	0.98	247	3.49	0.89	85	2.32	0.68
Grade Maths	333	3.15	1.05	247	3.45	0.96	85	2.47	0.76
Pre-test total	292	81.48	17.66	214	87.26	16.33	78	65.63	9.65
Sections 1-4	319	73.21	12.50	235	76.97	11.48	84	62.69	8.65
Sections 5-7	268	9.17	6.60	213	10.63	6.48	55	3.49	3.07
Post-Test	262	90.20	19.99	197	97.21	16.99	65	68.97	11.66
Re-Test	286	91.54	21.25	212	98.59	18.78	73	71.47	13.70
Attitude	300	25.16	5.57	223	25.05	5.63	77	25.45	5.43

Table 16: Means and Standard Deviations for Boys and Girls respectively.

Variable		Boys			Girls	
	N	Mean	S.D.	N	Mean	S.D.
IQ Test-Total	158	49.72	10.23	129	50.79	10.80
Verbal Test	161	4.98	1.89	130	5.24	1.92
Inductive Test	166	4.88	2.00	135	5.30	2.22
Spatial Test	166	5.11	2.06	134	4.84	1.96
Grade Total	188	27.64	8.27	145	29.96	8.11
Grade English	188	3.01	1.06	145	3.48	0.97
Grade Swedish	188	3.04	0.94	145	3.39	1.00
Grade Maths	188	3.17	1.07	145	3.12	1.02
Pre-Test Total	165	79.06	17.38	127	84.62	17.59
Sections 1-4	180	71.58	12.51	139	75.33	12.21
Sections 5-7	148	8.38	6.39	120	10.14	6.76
Post-Test	150	86.23	19.94	112	95.53	18.86
Re-Test	167	87.32	21.40	119	97.46	19.63
Attitude	169	24.83	5.64	131	25.57	5.47

The IQ test mean for the whole pupil sample is 50.20 with a standard deviation of 10.49 (Table 15). This is quite in accordance with the norm. A comparison with grades shows that these are a little above the average mean with 3.22, 3.19, and 3.15 in English, Swedish, and Mathematics respectively. It will be remembered that there were more sk-classes than ak. The pupils whom one might presume to have the greatest interest in theoretical studies are thus in the majority. This could be one explanation of the fact that the grades are above the expected mean. The much lower means for grades in ak-classes could indicate that the poor interest in theoretical studies which seems to be a common trait in these classes (see Appendix E, Pupils' Interest in Various School Subjects) results in less good achievement. Figures 1 and 2 on the distribution of the IQ in sk and ak classes demonstrated that there was a great overlap between the courses as far as intelligence is concerned. The choice made by the individual student for sk or ak thus seems to be based more upon grades than upon mental capacity. This assertion is further strengthened by the fact that a comparison between sk and ak on the differences in IQ and grades shows these to be 13.39 and 11.55 respectively. The corresponding standard deviations for ak are 7.08 and 5.09, and for sk 9.23 and 6.99. Ak is consequently 2.3 SD below sk in grades but only 1.9 SD below sk in IQ. The difference between the two streams is thus greater in the question of grades than in the matter of IQ.

The means for boys and girls (Table 16) show the normal difference with boys more successful in the spatial test and girls scoring higher figures in the verbal test (cf. Anastasi, 1958, p. 497). As regards grades the girls excel except in mathematics, which concurs with experience gained in earlier studies (Anastasi, p. 492, as well as sub-projects I and II).

Drop-outs

To be included in the final results a pupil had to have been present for at least five of the six lessons. Thus because of absence during two or more lessons 74 pupils were dropped from the original number of 411.

It was considered worth-while to check whether there was any systematic absence during lessons, and, if so, to correlate this absence to other variables, as well as to investigate any possible connection between presence and progress.

A first control of drop-outs considering course, sex, teaching variant, and social group showed the following figures:

Drop-outs from sk: 33 ak: 41
" " " girls: 42 boys: 32
" " " social group: 1: 6, 2: 14, 3: 39
" " " Im: 13 Ee: 38 Es: 23

A first look at the above figures shows that they are not entirely undramatic. It could be expected that pupils from ak-classes would skip the lessons to a greater extent than the pupils from sk-classes. A similar experience was made in "Andra försöket", the second experiment carried out in form 7 in Stockholm by the UME. The UME-project aims at investigating possibilities of making the instruction in English more efficient and varied. Analysis of methods, materials, and curricula are also included in the study. By-products have been, among others, results which intimate that pupils from ak are more apt to be absent from school than pupils from sk. It should be borne in mind that there were three times as many pupils in the sk as in the ak-classes in my project. In the circumstances the figures for absence in ak are very high (χ^2 = 43.38).

It was also expected that there would be more boys than girls among the absentees as girls usually adjust better than boys to school environment and are less resistant to school disciplin (Anastasi, 1958, p. 494), which should lead to less absence during lessons. Studies in Sweden (Öbrink, 1964, pp. 6, 27) have shown that at least in cases where it is clear that the students have kept away from school without any valid reason the boys are in the majority. In sub-project III the girls represent the greater number of drop-outs, surprisingly enough (χ^2 = 6.97).

As far as social group is concerned, we meet a pattern which according to earlier studies is the current one. Öbrink found that as a rule regular absentees belonged to a lower social group than the rest of the students whose habits had been examined (p. 30). Anastasi puts it in another way when she states that school achievement is positively related to social status (p. 511).

The only figure from the above which could upset the results of the study as a whole is the fact that the drop-outs were very unevenly distributed among the teaching strategies. Here the Ee-variant is the worst affected, and this must be considered to be a possible source of error (cf. Table 1).

Below will be found a table on the results of the drop-outs as compared to those of the students who were present for five to six lessons during the experiment:

Table 17: Comparison between the Results of the Drop-outs and the Pupil Sample as a Whole.

	The Whole Population (present 5 to 6 lessons)			The Drop-outs (present 1 to 4 lessons			
Variable:	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t
DBA, verbal	291	5.09	1.91	57	4.74	1.88	1.28
DBA, inductive	301	5.07	2.11	56	4.29	2.13	2.52
DBA, spatial	300	4.99	2.02	56	4.62	1.97	1.28
DBA, total	287	50.20	10.49	55	46.96	10.64	2.08
Grade English	333	3.22	1.05	72	2.65	1.02	4.38
Grade Swedish	333	3.19	0.98	73	2.74	0.94	3.67
Grade Maths	333	3.15	1.05	73	2.73	1.03	3.13
Grade total	333	28.65	8.27	73	24.41	8.05	4.04
DBA + BET	283	79.19	17.76	54	72.09	18.26	2.63
Attitude	300	25.16	5.57	55	26.13	5.00	-1.30
Social group	309	2.32	0.67	59	2.56	0.68	2.53
PACT	292	52.26	9.12	58	48.62	11.78	2.23
Pre-test	292	81.48	17.66	50	79.50	26.85	0.50
Post-test	262	90.20	19.99	52	81.67	20.29	2.78
Re-test	286	91.54	21.25	45	83.89	25.32	1.92

The figures which have been underlined represent the significant t-ratio, that is to say, the significant difference between the drop-outs and the population as a whole (minimum the 5% level).

The tendencies found earlier are here confirmed. Students who took part only one to four lessons belong to the lower group as far as grades and IQ are concerned. This is not to say that we can prove that they have played truant, even if it is not an unreasonable assumption with the information available from other studies. There is no correlation between pupil attitude and any other variables (cf. p. 63). Here the lack of correlation is even more enphasized. On the other hand, there is a positive correlation between presence during the lesson and progress. This is not what this study set out to prove, but it is nevertheless a valuable by-product.

3. THE RESULTS

Data Processing and Computation.

The results of sub-project III were all precessed at Göteborgs Data central for Forskning och Högre Utbildning by computer IBM 360/65. The ISR (Institute for Social Research, University of Michigan) system and the BMD (Bio-Medical Computer Programs from UCLA) were used in running the programmes.

The main aim of the investigation has been to compare three different methods of teaching selected grammatical structures. From a statistical point of view it would have been desirable to select individual subjects randomly for the three teaching variants (treatment groups). In this case, however, it was impracticable for administrative reasons. The school situation required that I used the school classes as they were already organized. It was not possible to reorganize them into "matched" classes for the purposes of the experiment, since such reassignements would have introduced conflicts in other aspects of the pupils´ class schedule. Instead of controlling the concomitant variable (see below) experimentally, I controlled it statistically by analysis of covariance (Lindquist, 1953, p. 317 ff).

In experiments of this kind it is essential to check background, or concomitant, variables that can be suspected of influencing the results. In my case it is the more important to do so as the sampling unit was the school class rather than the individual subject. Control of concomitant variables increases the possibility of interpreting differences, if any, between treatment groups (in my case, teaching methods) as "true" treatment effects and not as accidental or unintentional variation in extraneous factors. To put it briefly: if treatment A gives better results than treatments B and C, and the intellectual ability of the pupils in the three groups has not been checked, one could not be certain whether the superiority of treatment A should be explained by the intelligence factor or by the treatment.

If we have three pupils with IQ´s of 90, 100, and 110, who take part in a project and make progress as shown in figure 6 then the question arises which of the three has made greatest progress taking into account their differing ability. We then make Progress our criterion (see page 42) and IQ our covariate. By using a statistical process we thus put the three pupils on the same IQ level which means compensating A for his lesser ability by adding to his "raw" scores and subtracting from C´s. The result in the unadjusted scores (where they have made progress in relation to their abiliby) and the adjusted scores will then be as shown in tables X and Y.

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Figure 6: The Principles of Analyses of Covariance.

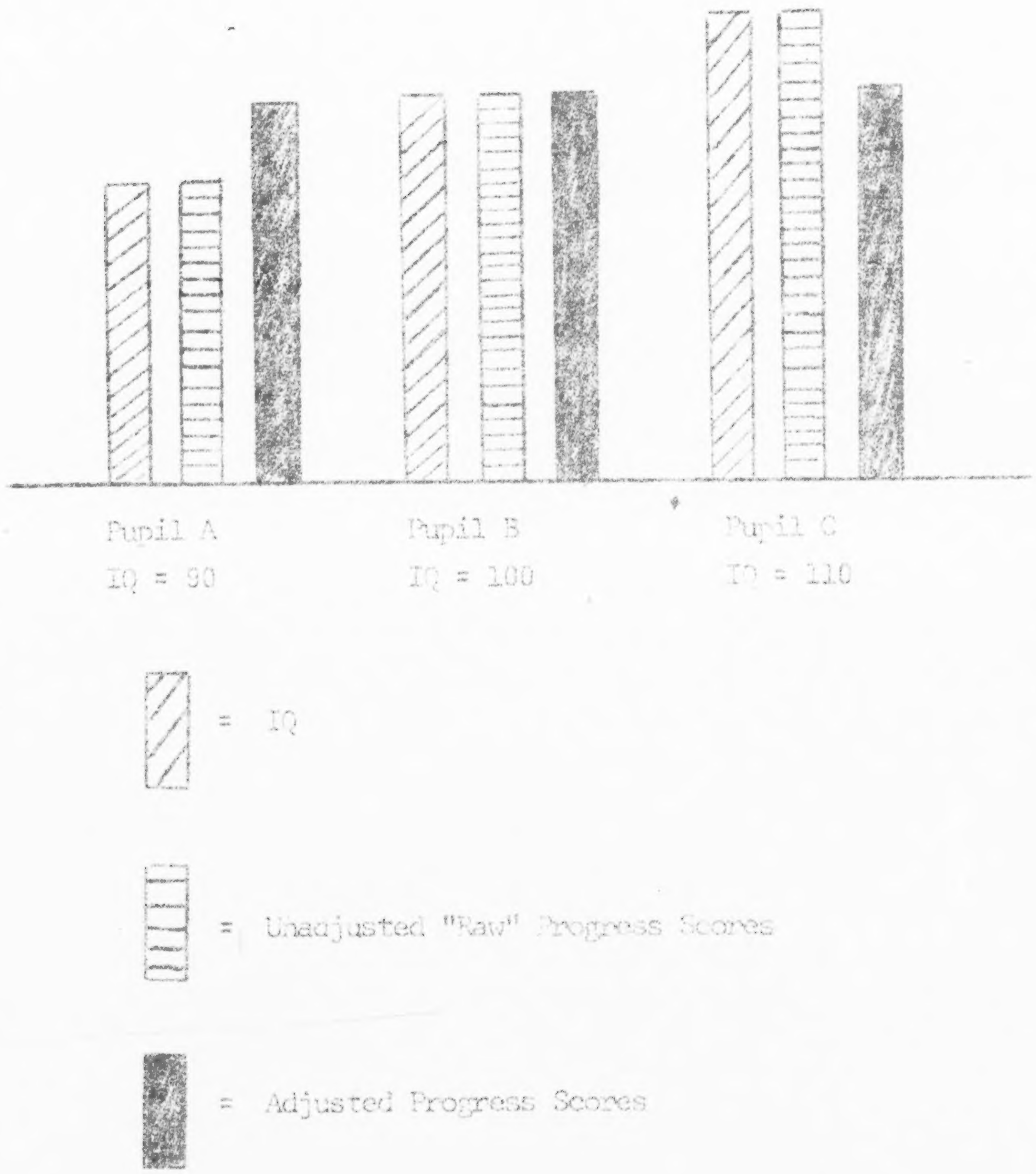


Table X: Progress, Unadjusted.

A	B	C
8	10	12

Table Y: Progress, Adjusted.

A	B	C
10	10	10

Since, theoretically, an unlimited number of variables could influence the results, the practical problem becomes one of deciding which variables are more likely than others to do so. In the present study I chose to perform two types of analyses of covariance. In the first I used various measures of pupils´ progress (defined later) as treatment measures and a composite intelligence/school grade score as the concomitant variable (henceforth called covariate). In the second the scores on the post- and re-tests were used as treatment scores and pre-test scores as covariate. These calculations were made for sk and ak separately. A table may help elucidate the details.

Table 18: Analyses of Covariance.

Stream	Covariate	Dependent Variable
Sk	IQ + Grades	Progress I
Sk	"	Progress II
Sk	Pre-test	Post-test
Sk	"	Re-test
Sk	Pre-test + IQ + Grades	Post-test
Ak	IQ + Grades	Progress I
Ak	"	Progress II
Ak	Pre-test	Post-test
Ak	"	Re-test
Ak	Pre-test + IQ + Grades	Post-test

Progress I is simply the difference between the pupil´s score on the post-test and the pre-test. It is thus a measure in raw scores of the progress made during the experiment. Analogously Progress II is the difference between the re-test and the pre-test. This measure is meant to indicate the retention of the progress made. Since the pupils´ earlier learning experience was not checked, it was considered necessary to use the pre-test scores as covariates when comparing treatment effects on post- and re-test scores. By sheer chance one or another of the school classes might have been taught the specific content of the pre-test and would thus have had an undesirable advantage from the design point of view.

Later in this chapter the terms unadjusted and adjusted scores will appear. The unadjusted scores refer to the above-mentioned raw scores, whereas adjusted scores refer to scores corrected for differences in the covariate. That is to say, the adjusted treatment (criterion) score for any individual is independent of his score on the covariate.

Beside the analyses of covariance, a number of analyses of variance have been performed. As was demonstrated earlier in this report (Figures 1 & 2) the selection of pupils for the two courses sk and ak is not optimal with regard to the variation in intelligence in the student population. Analyses of variance were therefore resorted to. This means that the population was divided into parts according to intelligence. In this way it was thought that further information would be gained about the relative value of the three teaching methods.

The population under investigation was thus divided into three equal parts according to the DBA intelligence scores. 1/3 of the population was termed U (upper level), 1/3 M (medium) and 1/3 L (low) respectively. A so-called two-way classification design was decided on with three categories in each variable (3 intelligence levels x 3 teaching variants = 9 cells). At the time of data processing, however, the computer programme at disposal could not manage the design because of missing data (drop-outs in the form of stray absences, see p. 38). And so one-way classification designs were used instead, i.e. for each intelligence level separately a composite test of significance was made of the difference between the three treatment (teaching methods) means. The main disadvantage of this design is that no interaction term (intelligence level x teaching method) can be obtained.

The following table shows the organization of data for each group of three analyses of variance.

	Im	Ee	Es
U			
M			
L			

Such triplets of analysis of variance have been performed on the following four treatment (criterion) measures:

1. Post-test scores
2. Re-test scores
3. Progress I
4. Progress II

It should be stressed that the division of the population into three intelligence groups was made after the experiment had been completed. For administrative reasons it would have been impossible to make this division before the experiment and then assign pupils at each intelligence level evenly among the treatments. However, the procedure that was used accounts for the variations in the number of subjects in the various cells.

Main Effects

Analyses of Covariance. The question which this investigation wants to answer is: Which method proved to be the best with this particular age-group and with the grammatical point in question. First the analyses of covariance will be discussed, that is, the difference in results between the three methods will be presented in relation to the two different courses.

Table 19: Analysis of Covariance No 1. Dependent Variable: Progress I. Covariate: IQ test + Grades.

	Im	Ee	Es	F-ratio
Sk	12.06	9.03	11.50	1.421
N	49	66	56	
Ak	1.95	4.68	3.25	0.456
N	15	29	27	

The low F-values make any interpretation of differences between the methods impossible. Within sk and ak the pupils have been "equalized" by control of the background variable (IQ + Grades) but a comparison between the two courses demonstrates that progress in the ak-classes was inferior to that achieved in the sk-classes.

Table 20: Analysis of Covariance No 2. Dependent Variable: Progress 2. Covariate: IQ test + Grades.

	Im	Ee	Es	F-ratio
Sk	11.92	13.81	11.53	0.630
N	52	66	59	
Ak	5.96	7.45	7.45	0.137
N	13	29	30	

The F-ratios are still lower in this table than in Table 19. The slight differences between the methods in absolute figures which were to be found immediately after the end of the experiment have evidently disappeared completely at the time for the re-test, that is to say the test showing the retention.

Although analyses of covariance were made with IQ + grades as covariate and P 1 and P 2 respectively as dependent variables, it should be noted that the correlations between the covariate and the dependent variables were very low. Thus the gain in precision with an analysis of covariance was negligible compared to an analysis of variance. The former type of calculation was decided on, however, when the correlations were not known.

Table 21: Analysis of Covariance No 3. Dependent Variable: Post-test. Covariate: Pre-test.

	Im	Ee	Es	F-ratio
Sk	98.41	95.76	98.88	2.045
N	60	73	69	
Ak	71.56	70.76	72.98	0.389
N	16	34	35	

This analysis gave the highest F-ratio up to now. A substantial gain is made when the pre-test is covariate. The difference is not statistically significant but does bring out a clear tendency for the Es- and Im-variants to surpass the Ee-variant in sk.

Table 22: Analysis of Covariance No 4. Dependent Variable: Re-test. Covariate: Pre-test.

	Im	Ee	Es	F-ratio
Sk	98.87	101.18	100.07	0.624
N	60	73	69	
Ak	71.56	70.76	72.98	0.466
N	16	34	35	

It is clear in Table 22 that the differences between the teaching variants which existed at the time for the post-test have disappeared one month later. It is interesting to compare the low F-values of this table to those on Table 20.

Table 23: Analysis of Covariance No 5. Covariate: IQ + Grades + Pre-test. Dependent Variable: Post-test.

	Im	Ee	Es	F-ratio
Sk	97.73	94.96	99.66	3.800 (sign.)
N	49	66	56	
Ak	66.12	71.56	68.51	2.354
N	15	29	27	

This analysis brought out the only significant figure in all the ten analyses of covariance. The significant difference is to be found in sk between the Ee- and Es-variants in favour of the latter. There is also a slight tendency (t-ratio 1.56) for the Im-variant to surpass the Ee-variant.

The same analysis of covariance for ak did not produce any significant figures. A tendency for the Ee-variant to surpass the Im-variant is evident, however.

In absolute figures the Ee-variant here leads in ak and loses in sk. There might, however, be an explanation for the superiority of the Ee-variant in the ak-classes which has nothing to do with the excellence of the method. In the discussion on page 39 on the drop-outs the greatest number of these were found to occur in ak. Table 17 also demonstrated that there was a systematic absence during lessons among the pupils who belonged to the lower group as far as grades and intelligence were concerned. The teaching method which suffered most from this absence was the Ee-variant. Of the 38 drop-outs from the Ee-variant, 24 belonged to the ak-classes 16 and 17. It would thus not be going too far to assume that the poorer students in ak were absent to a greater extent during lessons in the Ee-variant than in the Im- and Es-variants. The result of the Ee-variant as demonstrated in the above table is thus in ak the result achieved by the few and fairly good students who were left. Hence the superiority of the Ee-variant in ak.

The participating teachers said in the teacher questionnaire (p.67) that both the explanations in English and in Swedish were too difficult for the weak students to understand. The result does not justify this opinion as far as the explanations in Swedish are concerned. On the contrary, these explanations seem to have been so easy that even the students of the easier stream could profit by them. Nor is the widely-held opinion that the Im-variant would be most successful with students of low ability validated by the outcome of these analyses.

Analyses of Variance

Table 24: Progress 1. (One-way analyses of variance).

	Im	Ee	Es	F-ratio
Upper	12.32	11.54	15.64	1.367
Middle	9.42	4.58	10.76	2.467
Lower	7.60	7.37	3.68	1.012
N	25	24	25	
	19	24	25	
	15	30	22	

None of these figures are significant, even if it is clear that the Es-variant leads in the Upper and the Middle groups, whereas the Im and Ee lead in the Lower IQ group. In the two upper groups the Ee-variant appears as the least successful method.

Conclusions from the above must be drawn with caution, but there is some justification for the assertion that all three methods can be used with good results if the student belongs to the Upper group. That the Es-variant had the highest scores in the Upper and Middle groups could possibly be explained by the fact that the students are accustomed to explanations in Swedish according to the teacher questionnaire (p.66).

Table 25: Progress II. (One-way analyses of variance).

	Im	Ee	Es	F-ratio
Upper	13.92	17.21	15.69	0.543
Middle	10.20	9.84	11.95	0.210
Lower	9.25	8.41	6.19	0.592
N	26	24	29	
	20	25	21	
	16	27	31	

The F-ratios are much lower at this stage than at the Progress I stage in Table 24. The low values do not allow any interpretation except that the tendencies existing at the end of the experiment had disappeared a month later. The F-values here strongly resemble the figures giving the method means for Progress II (Table 20 in the analyses of covariance).

Table 26: One-way Analyses of Variance of the Post-test.

	Im	Ee	Es	F-ratio
Upper	103.32	106.26	109.00	1.190
Middle	87.28	85.40	95.76	2.581
Lower	69.11	72.29	75.36	1.430
N	28	27	28	
	25	25	25	
	19	31	25	

No significant differences are to be found here, but there is a tendency for the Es-variant to excel in raw figures. A similar analysis was made for the re-test with the following result:

Table 27: One-way Analyses of Variance of the Re-test.

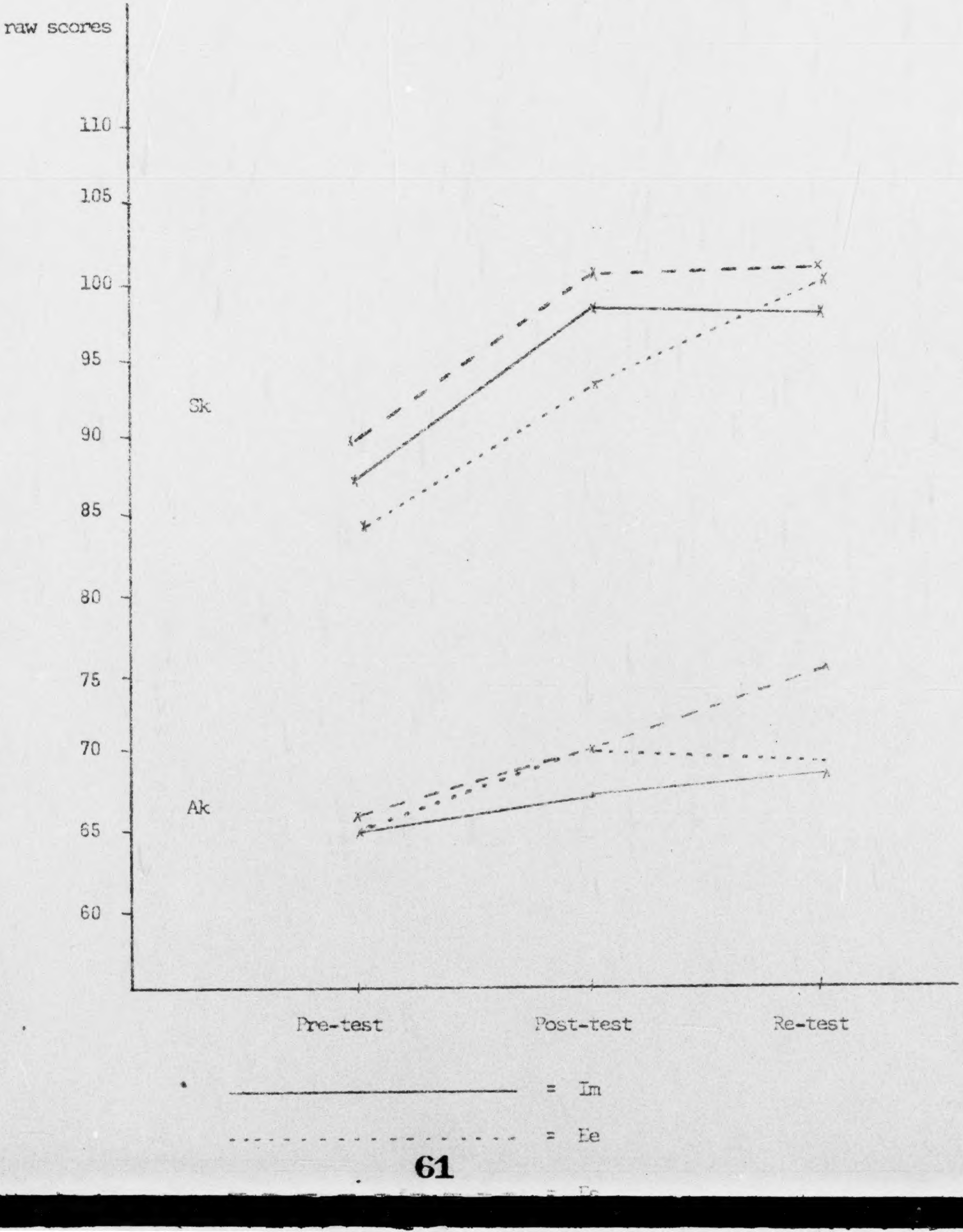
	Im	Ee	Es	F-ratio
Upper	105.41	112.00	111.61	1.786
Middle	87.31	91.59	96.46	1.916
Lower	72.60	72.04	76.53	1.139
N	29	26	31	
	26	27	22	
	20	28	34	

Tendencies, defined as magnitude of F-ratio, still exist in this table. Surprisingly enough, there is here a certain inconsistency in the pattern compared to the tenencies in Table 26. Thus in the Upper group the lead passes from the Es-variant to the Ee-variant. In Table 27 the Es-variant keeps its supremacy in the Middle group, but the Im- and Ee-variants have changed places so that the Ee-variant dominates. In the Lower group the Es-variant leads in Tables 26 and 27 but the Im- and Ee-variants have changed places. This time the Im-variant leads. It is impossible to interpret these fluctuations in result from the post-test to the re-test.

The analyses of variance follow the pattern set by the analyses of covariance in a few aspects. First, Progress I has the lowest absolute figures in the Ee-variant among the students of medium and good ability and in sk, whereas, for reasons discussed on page 47 the Ee-variant is not entirely without success with the weak students. Secondly, in Progress II, the differences between the methods have been nullified. This is a recurrent pattern in all three projects as is the fact that the figures are slightly higher for Progress II than for Progress I. This means that the mastery of the grammatical structure in question had increased rather than decreased one month after the end of the instruction. Figure 7 illustrates this retention as well as progress per method. It is also clear from this figure that not only do the students in sk start from a higher point than the students of ak, but their relative progress is also greater.

All these analyses only lead to one significant figure in the analyses of covariance (Table 23). It is a result of 22 analyses but could be due to mere chance. If, however, the F-ratio 2.00 is taken, quite subjectively, as a limit for interpretable tendencies, we find a few instances which strengthen the indication, if it can be taken as such, that of the three methods the Es-variant succeeds best among the more talented pupils. In the analysis of covariance No 3 (Table 21) we find an F-ratio of 2.045 in favour of the Es-variant. In the analyses of variance (Table 24 and 26) the Es-variant had the F-ratios of 2.467 and 2.581. There is thus in the result some intimation that explanations in Swedish can help a student of a certain intellectual capacity. A further implication is that there is no one method from which all students can profit equally.

Figure 7: Diagram Illustrating Progress and Retention per Method Sk + Ak.



The Main Results Listed

The main results of the experiment can be listed as follows:

1. No significant differences were found between the three teaching strategies.

2. Tendencies existed which showed the Es-variant to be the most successful method in sk and among the Upper and Middle IQ groups. In these groups the Ee-variant gave low results.

3. The tendencies existing between the methods immediately after the experiment had disappeared at the time for the re-test.

5. The students in sk started at a higher point than the students of ak and advanced at a more rapid speed.

4. There is a small increase in the results from the post-test to the re-test.

6. Since progress was general among the pupils both in sk and ak, it is evident that not only the intelligent pupils had profited by the instruction.

Progress for Individual Classes

Table 28: Progress I (Difference Pre-Test - Post-Test) Per Class.

Class	Course	Method	Progress Mean	Method Mean	N
2	sk	Im	10.88		16
7	sk	Im	4.79		13
9	sk	Im	8.08		12
12	sk	Im	11.28	12.08	18
3	sk	Ee	16.56		11
5	sk	Ee	8.77		21
8	sk	Ee	7.25		19
10	sk	Ee	9.84	8.97	19
1	sk	Es	11.37		10
4	sk	Es	10.61		23
6	sk	Es	11.24		15
11	sk	Es	12.07	11.55	16
14	ak	Im	-2.68		8
15	ak	Im	4.66	2.20	9
16	ak	Ee	9.30		9
17	ak	Ee	2.06	4.48	12
13	ak	Es	4.35		13
18	ak	Es	6.15	3.33	11

The values in the two columns above differ slightly from each other which is due to the fact that they are based on different Ns. The progress means are based on pupils who had taken the Pre-test as well as the Post-test whereas the method means are calculated on pupils whose Pre- and Post-tests as well as IQs and school marks were available. (The adjusted **figures** of the method mean values were used in the analyses of covariance).

It is noticeable how great the differences between the individual classes prove to be. Although the sk-classes score higher figures than the ak-classes in general, one of the ak-classes passes four of the sk-classes. An ak-class exposed to the Im-variant took a step backwards. The rank order between the variants in sk is Im > Es > Ee whereas the ak-classes show the relation to be Ee > Es > Im. Comparisons between the two classes in ak where the Ee variant was used also reveals great differences there and stresses the necessity of having an adequate number of students included in investigations of this kind to make conclusions possible. In this connection it is of interest to note the performance of class No 7 in this table and in the following tables on Progress II and III. It has the lowest figure for Progress I of all the sk-classes and in Progress II the figure is negative. In Progress III, finally, the progress stimulated by the instruction seems to have disappeared. In the table on Progress II there is only one negative figure, that of class No 7. Progress III shows five negative values of which only one is to be found in ak, strangely enough. An addition of the sums for Progress Mean in Progress III gives a positive result, which means that there is on the whole an increase in the knowledge of the grammatical point in question one month after the end of the experiment.

Table 29: Progress II (Difference Re-test - Pre-test) Per Class.

Class	Course	Method	Progress Mean	Method Mean	N
2	sk	Im	+ 9.85		18
7	sk	Im	- 0.96		16
9	sk	Im	+ 3.21		12
12	sk	Im	+15.66	11.94	18
3	sk	Ee	+ 9.10		11
5	sk	Ee	+16.60		22
8	sk	Ee	+12.36		18
10	sk	Ee	+ 15.45	13.76	19
1	sk	Es	+ 8.19		12
4	sk	Es	+13.00		23
6	sk	Es	+12.01		15
11	sk	Es	+12.13	11.58	16
14	ak	Im	+ 0.43		8
15	ak	Im	+ 8.77	6.46	9
16	ak	Ee	+ 3.18		10
17	ak	Ee	+ 3.64	6.93	14
13	ak	Es	+ 6.64		16
18	ak	Es	+11.50	7.73	14

Table 30: Progress III (Difference Re-test - Post-test) Per Class.

Class	Course	Method	Progress Mean	N
2	sk	Im	- 1.03	16
7	sk	Im	- 5.75	16
9	sk	Im	- 4.86	12
12	sk	Im	+ 4.38	18
3	sk	Ee	- 7.55	11
5	sk	Ee	+ 7.83	21
8	sk	Ee	+ 5.11	18
10	sk	Ee	+ 5.61	19
1	sk	Es	+ 3.18	10
4	sk	Es	+ 2.39	23
6	sk	Es	+ 0.77	15
11	sk	Es	+ 0.06	16
14	ak	Im	+ 3.11	9
15	ak	Im	+ 4.11	9
16	ak	Ee	- 6.12	9
17	ak	Ee	+ 1.58	14
13	ak	Es	+ 2.29	13
18	ak	Es	+ 5.35	11

Method means have not been calculated for Progress III.

Student Attitude

As student attitude is one of the variables used for correlation with other measures in this experiment, a questionnaire identical with the ones used in sub-projects I and II (Appendix C) was distributed among the students after the project was over. The answers were of two kinds; one a choice between set alternatives, the other "open" answers where the students could formulate an answer themselves. The scores of a few items will be discussed in the following. Thus the students´ interest in English, their views on technical and pedagogical aspects of the project, opinions on the explanations, and the independent answers, will be the object of a special scrutiny below.

Interest in English. The students were asked to say what they thought of the various school subjects. There was the same procedure for all the school subjects, i.e., the students were told to express their attitude towards the different subjects using the following scale: nearly always interesting - more interesting than dull - more dull than interesting - nearly always dull. Table 31 shows interest in English with sk and ak marked as well as the teaching strategy used in the class. The four rankings are termed /++/+/-/--/, and have been given the numerical values 4 - 1. Means for each class have also been calculated.

Table 31: Pupil Interest in English Mentioning Stream and Teaching Variant.

Class	Course	Method	/++/	/+/	/-/	/--/	Means
1	sk	Es	12	4	0	0	3.8
2	sk	Im	11	9	0	0	3.6
3	sk	Ee	3	6	3	2	2.7
4	sk	Es	13	13	3	0	3.4
5	sk	Ee	4	15	2	0	3.1
6	sk	Es	16	6	5	1	3.3
7	sk	Im	5	12	5	3	2.8
8	sk	Ee	2	18	5	1	2.8
9	sk	Im	7	7	0	0	3.5
10	sk	Ee	11	12	3	1	3.2
11	sk	Es	6	8	4	2	2.9
12	sk	Im	16	4	2	1	3.5
13	ak	Es	7	11	6	0	3.0
14	ak	Im	6	4	1	2	3.1
15	ak	Im	3	6	1	0	3.2
16	ak	Ee	5	14	5	2	2.8
17	ak	Ee	8	8	1	4	3.0
18	ak	Es	8	9	1	0	3.4

Mean for sk	3.2
Mean for ak	3.1

As the theoretical mean was 2.5, it is evident that both sk and ak have a favourable attitude towards English. What is surprising is the very slight difference in interest between the two streams. In this point comparisons between sub-project I (Lindblad, p. 84) and III show that in the former project the students of ak were not as favourabley disposed towards their English studies as were the students of this project. The class which had the lowest means is oddly enough an sk-class (2.7). It is not so remarkable that the highest mean should also be in an sk-class (3.8), and that they should consider English to be "nearly always interesting". A table showing student attitude towards other subjects is given in Appendix F.

Views on Pedagogical Qualities. Views on the pedagogical aspects of the project in general were also treated in the questionnaire. Table 32 allowed the pupils to scale their answers from 1-5, of which 1 was the most negative and 5 the most positive, except for question 9 where the pupils' way of looking at things had to be considered and hence "less tired" taken to be the most positive. Pupils who did not give any opinions are found in column 0.

Table 32: Opinions on Pedagogical Matters.

Sk + Ak. N = 375

Number of answers per alternative

Question No	1	2	3	4	5	0	Mean
4: learnt less-more	55	89	124	78	28		2.8
5: less fun-more fun	43	85	68	125	54		3.2
8: time went slower-faster	16	41	79	146	80	1	3.5
9: more tired-less tired	38	117	151	43	23		2.7

Sk N = 263

Number of answers per alternative

Question No	1	2	3	4	5	0	Mean
4: learnt more-less	43	63	91	50	15		2.7
5: less fun-more fun	31	59	51	86	36		3.1
8: time went slower-faster	8	26	51	106	59	1	3.6
9: more tired-less tired	29	85	104	30	14	1	2.7

Ak N = 112

Number of answers per alternative

Question No	1	2	3	4	5	0	Mean
4: learnt more-less	12	26	33	28	13		3.0
5: less fun-more fun	12	26	17	39	18		3.2
8: time went slower-faster	8	15	28	40	21		3.5
9: more tired-less tired	9	32	47	13	9	2	2.8

With a theoretical mean of 3.0 it is clear that the total sum of the students thought that they learnt less than in the ordinary way. A division into courses shows that sk is the negative part of the sum and that ak thought that they learnt neither more nor less than usual. The two courses, however, agree that the lessons were rather more fun than ordinary classroom teaching. It is to be expected that time would seem to pass more quickly when working under new conditions, and here the two streams agree that that had been the case. It could also be expected that this kind of instruction would tax the pupils more than the conventional lessons, and the two streams evidently had the expected reaction.

The following part of the questionnaire dealt with aspects on the technical qualities of the equipment as well as with opinions on the oral and written exercises and the texts for reading. Views were scaled from 1-4, corresponding to "very bad" - "rather bad" - "good" - "very good". The result is seen in Table 33.

Table 33: Views on Technical Matters.

Sk and Ak. N = 375

Number of answers per alternative

Question No	1	2	3	4	0	Mean
11: earphones bad-good	27	86	208	49	4	2.7
12: sound bad-good	30	90	191	60	4	2.8
14: oral drills bad-good	50	139	144	33	9	2.4
15: written drills bad-good	57	147	137	26	8	2.4
16: Texts bad-good	30	92	180	64	9	2.8

Sk. N = 263

Number of answers per alternative

Question No	1	2	3	4	0	Mean
11: earphones bad-good	19	72	142	26	3	2.7
12: sound bad-good	23	65	130	42	3	2.7
14: oral drills bad-good	32	108	89	27	7	2.4
15: written drills bad-good	42	101	97	18	5	2.4
16: texts bad-good	21	62	125	49	6	2.8

Ak. N = 112

Number of answers per alternative

Question No	1	2	3	4	0	Mean
11: earphones bad-good	8	14	66	23	1	2.9
12: sound bad-good	7	25	61	18	1	2.8
14: oral drills bad-good	18	31	55	6	2	2.4
15: written drills bad-good	15	46	40	8	3	2.4
16: texts bad-good	9	30	55	15	3	2.7

The theoretical mean being 2.5 it is clear that the students did not think highly of any of the items in this section of the questionnaire. The quality of the earphones was admittedly not the very best, and the total score from Gume I to III was never above 3 (2.87, 2.97, and 2.7). The students of Gume III found the sound decidedly worse than did the students of Gume II (Gume II 3.11 and Gume III 2.7). The oral drills were not very highly thought of in both Gume II and III but in Gume III the written exercises scored the same low mean, too. The texts finally were a little above the average. In this part of the questionnaire the variations between the two streams are negligible.

Student Opinion on the Explanations. In an experiment of this kind great importance must be attached to the students' views on the explanations. They were, therefore, asked to scale their opinion from the most positive, that is, the statement that the explanations made things much easier to understand, to the most negative, or the statement that the explanations made things much more difficult to understand. These rankings were given numerical values from 5 to 1. Naturally only the Ee- and the Es variant groups were to give an opinion. By mistake, only two pupils of class 11 answered this question which means that 18 from that class are marked as not having given any answers. The result is shown in Table 34.

Table 34: Student Opinion on the Explanations.

Alternatives	Value	Classes 1	3	4	5	6	8	10	11	13	16	17	18
much easier	5	3	1	9	1	3	4	8	-	6	2	2	2
somewhat easier	4	9	3	11	10	11	10	13	2	10	9	9	8
no difference	3	4	2	6	8	10	5	5	-	6	9	4	5
somewhat more difficult	2	-	1	1	-	2	2	-	-	-	3	3	1
much more difficult	1	-	-	-	1	-	1	-	-	-	2	3	1
no answer	0	-	7	1	1	2	5	1	18	2	1	-	1

(The theoretical mean = 3)

It is evident that a concentration of answers is to be found on the first two items. To find out if there is any difference between ak and sk in this question a special table was drawn up (Table 35).

Table 35: Explanations in Sk and Ak.

Alternative	Sk	Ak
5	29	12
4	69	36
3	40	24
2	6	7
1	2	6
0	(35)	(4)
N =	146	85
$\overline{X}$	3.80	3.48

With a theoretical mean of 3 it is clear from this table that both streams seem to agree that explanations can facilitate the learning of the passive voice. Whether this opinion is due to the nature and formulation of the explanations or to specific qualities of the particular grammatical point chosen for GUME 3 these are questions which this investigation does not answer.

As the Ee-variant had been causing trouble during the experiment through too many absentees, there was a check of their opinions on the grammatical explanations. It revealed that in the ak-classes in question (16 and 17) the columns "somewhat more difficult" and "much more difficult" were used to a greater extent than in the sk-classes. Two of the Ee-classes in sk (3, 5, 8, and 10) were the only classes in sk who made use at all of the column "much more difficult". It is tempting to draw the conclusion that the greater number of drop-outs in Ee (p. 39) was due to the accumulated difficulties in that variant which included both grammatical explanations and the persistent use of the foreign language. Students in ak-classes, who, under ordinary circumstances, are absent to a greater extent from school than those in sk, could have found the inherent qualities in the Ee-variant still one more reason for skipping the lessons.

Total Pupil Attitude. The total pupil attitude was estimated from the objective answers demonstrated in tables 32 and 33. The following table contains the means and standard deviations for sk and ak, respectively, as well as for the population as a whole. The theoretical mean is 24.50, and results in both sk and ak are well above that figure, even if not remarkably so. There is no great difference between the two courses in this question.

Table 36: Total Pupil Attitude.

	Mean	S.D.
Sk	25.05	5.63
Ak	25.45	5.43
Total sk + ak	25.16	5.57

The next step was to investigate if there existed a positive correlation between total pupil attitude and various other variables, such as post-test, grades in English, etc. This was done with the following result:

Table 37: Attitude Correlations.

	Post-test	Grade English	Grades Total	IQ	Social Group
Attitude total	0.04	0.021	0.048	0.168	0.034

A scrutiny of the figures makes it clear that there is no significant correlation between any of the variables. No correlation was found in this case in sub-projects I and II either (Lindblad, p. 88, Carlsson, p. 34).

It should be kept in mind that the figures above deal with the attitude of the students who had participated in at least five of the six lessons during the project. Mention has been made earlier of the attitude of the drop-outs, that is, the students who took part in only 1-4 lessons (p.40).

"Open" Answers. Some items in the student questionnaire allowed for so-called "open" answers. In these the students proved to harbour extremely different views on the project as well as to be very outspoken about their feelings. They found that the earphones hurt them and that the sound was bad, at the same time as they declared that the earphones were the most exciting thing about the whole project. The music, tha fact that they were not given any homework during the project, and the greater variety of the instruction during the experiment were appreciated. Those who were negative complained that this kind of instruction gave them no opportunity to ask questions, they thought they did not learn anything, and they said they were disturbed by their fellow students sitting beside them. Some of the students declared that the class did not even try to speak during the oral exercises. That this was not the case in all the classes is shown by opinions expressed by others who were very content with being able to hear their own voices in the earphones, and with the fact that they could always hear the correct sentence when they had given their response, and also that their mistakes were not heard by everyone present in the classroom.

The written exercises were severely criticized, but not a few of the students evidently consider that writing is on the whole a very dull occupation. Admittedly, the speed during this part of the lesson was very high, but this was deliberate in order to keep the clever students busy. It is clear from the answers that some of the students had mistaken the written exercises for tests which could explain their hostile attitude. Ak classes complained that they got writer´s cramp during these 10 minutes, and one pupil considered the oral drills to be good only because he did not have to write then. However, a few of the students said that the written exercises really taught them something as they could apply what they had learnt during the explanations, and that writing was easier than speaking.

The texts for reading were more favourably received. Here, too, there were students who thought that they were good because they were easy to understand while others declared them to be bad, because they were difficult to understand. Anyhow, most of the students seem to have found this part of the lesson the least demanding.

Teacher Attitude

In sub-project III, a questionnaire (Appendix D) identical with the one used in sub-projects I and II, was distributed to the 17 teachers who participated in the project. Fifteen of the teachers filled it in and sent it back. Of these, one teacher had two classes who were taught during the project by different methods. This teacher will be counted as two persons in the following. According to this way of counting, the teachers consisted of seven men and nine women. None of them was over 50 years of age and the majority were under 40.

The professional training of the teachers varied between 13 with a fil.mag., two expecting to take this degree in the near future, and two with folkskollärarexamen. Ten out of these 16 had one, two, or three marks from the university in English. Their experience as practising teachers varied from 14 to two years. Four of the teachers had no teacher´s diploma of any kind.

The questionnaire consisted of two parts; the first probing attitudes to methods in general and the second dealing with opinions on a few particular aspects of the project. A brief discussion and a few comments on the result will be found below.

Part I. Attitudes to Methods. Question number 9. This question asked the teachers to state their views on which teaching strategy would succeed best with pupils of good, average, or poor ability. The result is shown in Table 38.

Table 38: Teaching Strategy and Pupil Ability.

	Method		
Pupil ability	Im	Ee	Es
poor	7	1	7
medium	1	3	13
good	2	9	10

It is clear from Table 38 that most teachers consider that explanations should be given, and that those in Swedish meet with the greatest success. A comparison with sub-projects I and II show that this was the result of question 9 there, too. On the other hand, the Ee variant has more adherents in sub-project III compared to the other projects, where few of the teachers had any confidence in this variant. The Im variant is, in sub-project I and III, considered to be best with poor pupils. Finally, in this project, some teachers point out htat a teacher would do better to modify a method according to circumstances.

Question number 12. This question dealt with opinions concerning the frequency of explanations given in the classroom. Should they be given every lesson, fairly often and regularly, once in a while, or never?. Three of the teachers thought that explanations should be given every lesson, while seven considered that fairly often and regularly was enough. Five deemed once in a while sufficient, but not one of them said that explanations should never be used. Comparisons with sub-projects I and II show that here there is unanimous agreement among teachers that explanations should be given.

Question number 13. Here the teachers were asked about according to what principles explanations should be given during the course of a lesson in the classroom. Should they be given a) in Swedish, b) in English, c) by the teacher, in a quick and precise manner, d) by the student to be perfected later on by the teacher? The answers to these questions are found in Table 39.

Table 39: Explanations in Classroom Work.

	In Swedish	In English	By the teacher	By the pupil
1	x		x	
2	x		x	
3	x	x	x	x
4				x
5-6	x	x		
7				
8	x		x	x
9	x		x	
10		x	x	x
11	x	x	x	x
12		x	x	x
13				
14	x		x	x
15		x		
16	x	x	x	
17	x			
18	x		x	

As can be seen the Swedish language and the teacher's role dominate. A purely inductive method where the students themselves try to formulate observations they have made does not seem to be an important part of the English instruction, in spite of the fact that it is the method recommended by the Authorized Curriculum (p. 198). On the other hand, the teachers strive to make modifications as it is clear that many of them apply more than one procedure and do not keep rigidly to one method only.

Part 2. Attitudes toward the Project. The second part of the questionnaire dealt principally with opinions on the quality of the lessons, the explanations, the various exercises, and the technical apparatus.

From the beginning all the teachers were positively inclined towards the project as well as curious about the result. This favourable attitude, however, diminished in fervour somewhat during the course of the experiment even if they all still agreed that it was valuable that research work on these lines should be carried out. On the whole, teachers considered the design of the individual lessons interesting, and the very varied exercises, as well as the fact that the students were kept extremely busy were points which were appreciated. The disadvantage of this kind of instruction, which is that the students had no opportunity to ask questions about things they had not wholly grasped and that teacher - pupil relationship disappeared was nevertheless felt to be a serious one. The answers to a few questions in the second part will be discussed below.

Question 6. Of very special interest is what the teachers thought about the grammatical explanations. Only eight of them answered this question. Of these eight people three had the easier stream, and they are unanimous in declaring that the pupils had difficulty in understanding the explanations,,and that too many "technical" expressions were used. Of the five remaining teachers, one thinks that the same explanations should not be used indiscriminately for all pupils, two consider that the explanations in the project were good and easy to understand and two find them too wordy.

Questions 7-9. Here the oral drills, the written exercises, and the reading texts were dealt with. Of thirteen teachers seven considered the oral drills to be good ones. Five teachers thought that their pupils had not mastered the technique necessary for successful work with activated earphones, something which lessened the effect of the oral drills. One of the teachers thought that there were too few oral drills.

The written exercises and the texts for reading met with wider approval. The teachers of the easier streams felt, however, that their students should not have been given the same material as the pupils in the more difficult streams.

5. DISCUSSION AND CONCLUSIONS

The main objective of this study was to assess different methods when teaching a particular grammatical structure. The question was whether the best effect was achieved solely by intensive drilling of the structure in question or if grammatical explanations further the assimilation of the pattern so that within the same period of time the student learnt better with fewer drills because explanations were added.

The main results of the experiment are that there were no sifnificant differences between the three teaching strategies used. This is not to say that there exist no differences in effectiveness, but only that the design of this particular experiment did not bring out differences of a significant nature. On the other hand, studies on the effects of different methods in language teaching have so far produced very similar results. In this connection the results of sub-projects I and II should be mentioned. Neither project revealed any significant main result. The Pennsylvania Study came to the same conclusion in the second year of the experiment. It may be worthwhile to consider the statement in the concluding chapter of the American report that success in the study of foreign languages may not be a question of methods but of motivation and the interaction teacher-student.

If demands are put lower than significant figures, an interesting pattern emerges in sub-project III. The Es-variant leads in four analyses of variance and covariance, if the F-ratio of 2.00 is accepted. The only significant figure in this experiment was in favour of the Es-variant, too, but all these figures occur in sk and the Upper and Middle Groups of IQ only. The Es-variant, however, was probably the method the pupils were already used to. The Ee-variant was less successful in the Upper and Middle groups and in sk, a pattern which was consistent in all the three projects. The teacher questionnaire provides the information that this method was less often used by these teachers in classroom work. Quite apart from the fact that this method adds the strain of listening to a foreign language to the difficulty of following an abstract reasoning, it was a procedure that the students were not so familiar with. Taken together these two reasons could have caused the lack of success for the Ee-variant among the more intelligent pupils. The Ee-variant suffered more than any other variant from drop-outs during the experiment, something which could have been caused by loss of interest because of too complicated instruction. As to the Im-variant, the inconsistency in the figures is impossible to interpret. In 13 analyses for sk for the Upper and Middle groups it emerges twice in absolute figures as the leader. The corresponding picture for ak and the Lower group is twice out of eight analyses. There is thus in this project no foundation for an assumption that the Im-variant would be the best method for the less talented pupils.

As the only significant figure and the tendencies point in the same direction, it will certainly be worthwhile to pursue the experiment with a somewhat altered design. It is also possible that the particular age-group chosen for this experiment, an age-group which still hovers between child and adolescent, does not profit so much by explanations as pupils at later stages. It is important that further research tries to attack this problem. Finally, implications of this experiment are also that in the field of language instruction students of different ability should not be taught in accordance with the same, unmodified teaching strategy. Different levels of language learning deserve attention in future research.

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LIST OF APPENDICES

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Appendix A: The grammatical explanations in English and Swedish given in the explicit groups.

Appendix B: The criterion test given as pre-, post-, and re-test followed by the recording manuscripts for the listening comprehension test and the instructions for the pupils.

Appendix C: The pupil attitude test.

Appendix D: The teacher attitude test.

Appendix E: Pupil interest in different school subjects.

Appendix F: Correlations between selected variables.

The recording manuscript for the oral drills and the Pupils´ Lesson Materials are available on application to the autor.

Appendix A

THE GRAMMATICAL EXPLANATIONS IN ENGLISH AND SWEDISH GIVEN IN THE EXPLICIT GROUPS

LESSON 1

Method Ee, A

You heard just now that instead of Mr Roberts locks the door you can say The door is locked by Mr Roberts. Now look at page 1 A (sidan 1 A) in the papers you have in front of you. There you will find these sentences at the top of the page. If the same thing happened yesterday, you say: Mr Roberts locked the door and instead of that sentence you can say: The door was locked by Mr Roberts. What can you say instead of Mr Roberts locked the door? Yes, The door was locked by Mr Roberts. Now we will look more closely at these two sentences. You know now that they mean the same thing and you find almost the same words in them but the order of the words is different, isn´t it? In both sentences Mr Roberts did something, but in the first sentence Mr Roberts comes first and in the second Mr Roberts comes last and you find "by" in front of his name. You can also see that the verb is in the middle of the sentence. We have put number one, number two and number three under the sentences so that you can see more clearly how the parts move. In the sentence Mr Roberts locked the door you see how number three, the door, moves to the beginning of the sentence under it. You see, too, that the sentence now has two new words in small letters: The door was locked by Mr Roberts. You cannot find these words in the sentence: Mr Roberts locked the door.

Now we will go to group C where you must fill in a few words. What can you say instead of The gangster attacked the man? Take your pencil and follow the line from number three in the sentence The gangster attacked the man. Then you see that The man will be the first part of the new sentence. What should you fill in then? Yes, the gangster. What words have been written in small letters? They are the new words which have been added, aren´t they? Can you fill in the rest now on page 1 B by yourselves? I will give you a few seconds to do that. The sentences should be D: The machine was stopped by the boy. E: The question was answered by the girl and F: The teacher was shocked by the boy.

Method Es, A

Du hörde nyss att meningen Mr Roberts locks the door kan bytas ut mot The door is locked by Mr Roberts. Se nu på sidan 1 A i ditt häfte, som ligger framför dej på bänken. Där står dessa meningar överst. Om samma sak hände igår kan man säga: Mr Roberts locked the door, och den meningen kan bytas ut mot The door was locked by Mr Roberts. Mr Roberts locked the door är alltså lika med The door was locked by Mr Roberts. Vi ska nu se lite mer ingående på dom två sista meningarna. Du har konstaterat, att dom betyder samma sak, och dom innehåller ungefär samma ord, men du ser också, att orden inte kommer i samma ordning. I båda meningarna är det Mr Roberts, som gjorde någonting, men i den första meningen vid B står Mr Roberts först i meningen, och i den andra står namnet sist och där föregås det av "by". Du ser också, att verbet har bibehållit sin plats mitt i meningen. För att du skall se tydligare, hur orden har flyttat på sej, har vi numrerat beståndsdelarna i meningen med 1, 2 och 3. I meningen Mr Roberts locked the door skall du nu följa med pennan hur del 3, the door, flyttar på sej och kommer först i meningen inunder. Dom ord, som står med små bokstäver i meningen The door was locked by Mr Roberts finns inte med i meningen Mr Roberts locked the door.

Nu går vi över till grupp C, där du själv ska skriva färdig en av meningarna. Vad kan man byta ut meningen The gangster attacked the man mot? Följ med pennan del 3 i meningen The gangster attacked the man. Du ser då att del 3, the man, bildar första delen av meningen inunder. Vad är det du ska fylla i själv? Jo, det är the gangster. Vilka ord i meningen har skrivits med små bokstäver? Jo, det är dom nya orden, som har lagts till.

Ta nu nästa sida och se noga på meningen: The boy stopped the machine. Vad kan man säga i stället för den meningen? Jo, del 3, the machine, ska inleda den nya meningen. Sedan kommer del 2 i mitten och del 1 sist. Meningen blir: The machine was stopped by the boy.

Försök nu att fylla i dom två sista meningsparen själv. (Paus.) Dom rätta lösningarna ska bli: The question was answered by the girl och The teacher was shocked by the boy.

Method Ee, B

Look at group 1 again on page two (sidan 2). In this group, b) and c) mean the same thing, but you can see that the order of the words is not the same in the two sentences. In both sentences Bob is the person who is doing something and Betty does nothing. In sentence b) Bob often invites Betty to dances, Bob comes first and therefore the sentence is called active. You know that an active boy is a boy who does a lot of things. The opposite of active is passive. Betty is passive, isn´t she? The sentence Betty is often invited by Bob is called passive because the passive person is mentioned first. Now we will underline a few passive sentences on this page. In group 2, sentence b) A lion is kept by the rich man is passive because the poor lion doesn´t do anything and it is mentioned first in the sentence. The rich man, who does something, that is to say, he keeps the lion, is mentioned last in the passive sentence. In group three you underline the sentences a) and b) The diamond was stolen by the thief and The thief was stolen by the diamond. What happens in sentence b) can never happen in real life, can it? In group four you underline c) Scotland is visited by the Queen. Scotland is visited, it doesn´t visit, it is therefore passive and comes first in the passive sentence. The Queen visits. Where do you find the Queen in the sentence? It is at the end of the sentence, of course. In the passive sentence you find the one who does something at the end of the sentence.

Method Es, B

Se nu på grupp ett igen på sidan 2, I denna grupp betyder meningarna b och c samma sak, men du ser att ordföljden inte är densamma i meningarna. I bägge meningarna är det Bob, som bjuder, och Betty som blir bjuden. Bob är den som gör någonting, och Betty gör inte någonting. Den mening, där Bob kommer först, kallas för aktiv. Du vet att en aktiv människa är en människa som gör någonting. Motsatsen till aktiv är passiv, eller hur. Meningen Betty is often invited by Bob kallas för passiv, därför att den person, som ingenting gör, kommer

först. Nu ska vi stryka under de passiva meningarna på sidan 2. I grupp 2 stryker du under b) A lion is kept by the rich man. Den rike mannen, som här gör någonting, står sist, och därför har du en passiv mening framför dig. Det stackars lejonet, som står först, gör ingenting, utan hålls bara i bur. I grupp tre stryker du under både a) och b): The diamond was stolen by the thief och The thief was stolen by the diamond. Mening b) har vi skrivit bara för skojs skull. Den betyder att tjuven stals av diamanten, och det är ju inte möjligt. I grupp fyra stryker du under mening c) Scotland is visited by the Queen every year. Skottland besöks och är alltså passivt, medan drottningen är den som besöker och alltså aktiv. Var står The Queen i meningen? Står hon först? Nej, i den passiva meningen står den som har utfört handlingen i slutet av meningen. I grupp fem stryker du under a) och i grupp sex både b) och c).

Method Ee, C

In the text you have just listened to there are a lot of passive sentences. Take your pencil now because we are going to underline a few sentences. Look at line three. Underline: Shopping is an art which is learnt slowly. The next sentence you should underline is, A chemist's shop is called a drug-store in the U S A. You don't say, A chemist's shop is called a drug-store in the U S A by everybody, because it isn't important by whom they are called drugstores. You don't say either that Shopping is an art which is learnt slowly by everybody because we understand that without saying it. Now look at line seven and underline, Pens, furniture, toys and candy are sold there. The next sentence is also passive, Coffee, ice-cream, sandwiches,omelettes are served from morning until late in the evening. We don't know who serves, but that doesn't matter at all. Now you go a little further and you find on the eleventh line (elfte raden) Telegrams are handled, not by the post office, but by private companies. Does it matter here to whom you go when you want to send a telegram? Yes, very much. You must know where to go. Therefore you find by private companies because it is important to stress that.

In the next sentence you find the same thing. It matters very much who handles the telephone system because you must know such things when you are abroad. Underline these two sentences.

Method Es, C

På sidan sex som du just har hört läsas upp finns det en hel del passiva meningar. Ta pennan i handen nu, för vi ska stryka under några av dom. Den första kommer på rad tre: Shopping is an art which is learnt slowly. (Paus.) Nästa mening som du stryker under blir: A chemist's shop is called a drug-store in the United States. (Paus.) Man säger alltså inte Shopping is an art which is learnt slowly by everybody därför att det viktiga här är inte vem som gör någonting utan vad som görs. Eftersom nästan alla människor i USA kallar en kemikalieaffär för drug-store, behöver man inte nämna att det är så. Man kan alltså lugnt utesluta by everybody. Detta gäller nästan alla dom passiva meningarna på denna sida. På sjunde raden stryker du nu under: Pens, furniture, toys, and candy are sold there. (Paus.) Nästa mening är också passiv: Coffee, ice-cream, sandwiches, omelettes are served from morning until late in the evening. Stryk under den meningen också. (Paus.) I den här meningen får vi inte reda på vem som serverar, men det är också fullständigt likgiltigt. Gå nu lite längre ned så hittar du på elfte raden: Telegrams are handled, not by the post office, but by private companies. Är det likgiltigt här till vem du ska gå för att få iväg ett telegram? Nej, det är i högsta grad viktigt att få reda på vem som i detta fallet skall göra någonting, och därför sätter man ut by private companies. I nästa mening finner du samma sak. Det är viktigt att veta vem telefonsystemet kontrolleras av, och därför bör det sättas ut. Stryk under dom två sista meningarna vi har talat om nu.

LESSON 2

Method Ee, A

Now open your papers to page 1 A (sidan 1 A). Look at the two A sentences. The active sentence The gangster attacked the man in the passive becomes The man was attacked by the gangster. You remember, don't you, that number three in the active sentence comes at the beginning of the corresponding passive sentence? In both sentences it is the gangster who did something and the man who was attacked. When the active person comes first in the sentence, the sentence is active. The first word in the active sentence is the gangster, and he did something, didn't he? The new words in the passive sentence are written in small letters so that you can easily see which words have been added.

Sometimes you don't know who did something or it doesn't matter who did it. Then you use passive sentences because you don't have to mention who did something in a passive sentence. Now look at sentence B, A chemist's shop is called a drug-store and sentence C, Coffee is served from morning to evening. It is important that coffee is served when you want it, but it doesn't matter in most cases, who serves it. Look at sentence D. Does it matter there who served the coffee? Yes, very much. It is something extra to be served by a President, and therefore you must mention it. Finally, look at sentence E, Her father was killed in the war. Here you don't know who killed her father and therefore you use a passive sentence which doesn't mention who killed him. In the last sentence, F, you should fill in a few words. Write them down and I will tell you what the sentence should be like: (Break.) The active sentence will be: The girl kissed the boy.
We will stop there.

Method Es, A

Nu slår ni upp sidan 1 A i era häften och tittar på de två meningarna vid stort A. Den aktiva meningen The gangster attacked the man blir

i passiv The man was attacked by the gangster. Du kommer väl ihåg att del 3 i den aktiva meningen flyttar på sig och kommer först i den passiva meningen. I bägge meningarna är det i alla fall the gangster som gjorde någonting och mannen som blev överfallen. När den som gör någonting kommer först är meningen aktiv. The gangster måste alltid stå först i den aktiva meningen. Dom nya orden i den passiva meningen skrivs med små bokstäver. Du ser väl tydligt vilka ord som har lagts till?

Ibland vet man inte vem som har gjort någonting eller också är det likgiltigt vem som utförde en handling. Då använder man passiva meningar för dom behöver inte nämna vem som gjorde någonting. Se nu på mening B: A chemist's shop is called a drug-store och mening C: Coffee is served from morning to evening. Det är viktigt att kaffe serveras, men det spelar för det mesta ingen roll vem som serverar. Det är något helt annat med mening D: The coffee was served by the President. Det är något speciellt med att bli serverad av en president, och har det hänt, så låter man givetvis inte bli att nämna det. Slutligen ser vi på mening E: Her father was killed in the war. Här vet man säkerligen inte vem som utförde handlingen, och därför använder man sig av en passiv mening. I sista meningen, F, ska du själv fylla i några ord. Titta på den så ska jag tala om hur den ska bli om några sekunder. (Paus.) Den aktiva meningen blir: The girl kissed the boy.

Method Ee, B

Now stop writing and we will look together at page 2 A (sidan 2 A). The first sentence there is: Grandmother gave Father a pipe. What will that sentence be like in the passive? Look at the numbers under the word groups and you will see that the passive will be Father was given a pipe by Grandmother. Now look at B: Grandmother gave Allan a book. What will that sentence look like in the passive? Number three, Allan, will start the sentence, but what comes after that? Write it down and I will tell you. (Break.) Yes, it will be: Allan was given a book by Grandmother. And C? Try on your own now. (Break.) Yes, it will be, Betty was given a record by Grandmother. And at last, D.

Fill in the passive sentence after Grandmother gave John a ticket for the theatre. (Break.) Yes, it will be, John was given a ticket for the theatre by Grandmother.

Method Es, B

Nu slutar du att skriva och ser i stället på sidan 2 A, 2 A. Där ska vi se på hur några passiva meningar kan översättas till svenska. Vid stort A finner du meningen: He was offered some gramophone records. Du ser att den motsvaras av två meningar på svenska. Man kan säga antingen: Han erbjöds några grammofonskivor eller Han blev erbjuden några grammofonskivor. Man kan på svenska använda antingen vad vi kallar för s-passiv (han erbjöds) eller bli + ett huvudverb (han blev erbjuden). På engelska har man bara en möjlighet. Mening B: The car was washed yesterday blir således antingen Bilen rengjordes igår eller Bilen blev rengjord igår. Mening C: The homework was done early in the afternoon blir antingen Läxorna gjordes tidigt på eftermiddagen eller Läxorna blev gjorda tidigt på eftermiddagen. På mening D ska du arbeta själv. Vad blir: The thief was discovered by the little boy? Skriv dit svenskan. (Paus.) Ja, det blir Tjuven blev upptäckt av den lille pojken.

Method Ee, C

That wasn't a happy ending, was it? Anyhow, you have listened to a lot of passive sentences. Now, look at page 8 A (sidan 8 A) and try to see if you can see the difference between an active and a passive sentence. Try on your own now. (One minute's break.) You have finished now, haven't you? It wasn't difficult, was it?

Method Es, C

Identical with C of Method Ee.

LESSON 3

Method Ee, A

Now we are going to look a little more closely at a few sentences you have just heard. Look at page 2 A (sidan 2 A). There you see at the top of the page the sentence: The policeman arrested the King. In the passive that sentence becomes, The King was arrested by the policeman. You remember, don't you, that number three in the active sentence comes at the beginning of the passive sentence. You can see on your paper that the King is at the end of the active sentence and at the beginning of the passive sentence. Part number two is as usual in the middle of the sentence. Today we will talk more about part number two. You can see that part two in the active sentence consists of one verb, that is to say arrested. In the passive sentence part number two always consists of at least two verbs. Here we will call was a little verb and arrest a head verb. You can see these words on your paper. There is always at least one little verb in the passive sentence and in addition to that a head verb. How can you know what the head verb in the passive sentence should look like? We know that it is always the third form of the verb. You remember the three forms of the verb, don't you? Of the verb arrest they are: arrest, arrested, arrested. The last form is the third form and it is used in the passive sentence together with a little verb. Now look at the B sentences. There you can again see that part number 2 in the active sentence consists of one verb, and in the passive sentence, part number 2 consists of two verbs, one little verb, was and one head verb, arrested. The C sentences are a little more difficult. In the active sentence, Elvis Presley kissed the girl, part number three, the girl, moves to the beginning of the passive sentence. Follow part three with your pencil. Part number two in the active sentence must be changed in the passive sentence, mustn't it? We must have a little verb and after that we will add the third form of the head verb. Which are the three forms of the verb to kiss? Look at your paper. Yes, part two in the passive sentence will be was kissed. Do you see the difference now between

part number two of the active sentence and part number two in the passive sentence? That's good.

Method Es, A

Vi ska titta lite närmare nu på några av meningarna som du just har hört. Slå upp sidan 2 A, 2 A. Där ser du vid stort A den aktiva meningen The policeman arrested the King i passiv. Du minns väl att del 3 i den aktiva meningen kommer först i den passiva? Se efter på ditt papper hur The King avslutar den aktiva meningen och står först i den passiva. Del 2 har som vanligt bibehållit sin plats mitt i meningen. Idag ska vi syssla särskilt med del 2. Du ser att del 2 i den aktiva meningen består av ett verb, ett huvudverb, dvs arrested. I den passiva meningen består del 2 alltid av minst två verb, dvs minst ett hjälpverb och dessutom ett huvudverb. Was är hjälpverb och arrested är huvudverb. Hur vet man hur huvudverbet ska se ut i den passiva meningen? Jo, man använder alltid den tredje formen på verbet. Du hittar dom tre formerna av arrest på ditt papper under stort A Passiv. Av verbet arrest är dom arrest, arrested, arrested. Den sista är den tredje formen, och det är den som används i den passiva meningen tillsammans med ett hjälpverb.

Vid meningarna vid B ser du igen att del 2, arrested, i den aktiva meningen blir was arrested i den passiva meningen.

Meningarna vid stort C är lite svårare. I den aktiva meningen Elvis Presley kissed the girl flyttas del 3, The girl, och kommer först i den passiva meningen. Följ del 3 med pennan så ser du hur det går till. Del 2 i den aktiva meningen måste ändras, eller hur? Vi måste ha ett hjälpverb och sedan tredje formen på verbet kiss. Vad blir den? Se efter på ditt papper. Ja, del 2 blir was kissed och hela den passiva meningen blir: The girl was kissed by Elvis Presley. Ser du nu tydligt skillnaden mellan del 2 i den aktiva och del 2 i den passiva meningen?

Method Ee, B

That was a sad story, wasn't it? Now we will turn to page four A (sidan 4 A). The A sentences tell you what is done every year, and what was done yesterday. Both the sentences are passive. Therefore part number two must consist of one little verb and a head verb. Which is the little verb in the first sentence on this page? It is is, isn't it? You use is when you talk about what is always or often done. In the second sentence under A, the little verb is was, isn't it? You use was when you talk about what was done yesterday or last week, for example. The head verb in the passive sentence consists of the third form of the verb. The three forms of the verb to paint are: paint, painted, painted. The third form painted, is used in the two passive sentences. If you go on to the sentences at B, you will find there too, that the third form of the head verb is used in both the sentences. If something is done often or seldom you say: is visited and if it happened yesterday you say: was visited. Look at C. What are the three forms of the verb to lock? Which of the three forms is used in the passive sentences: The third, of course, that is to say, locked. And now finally, look at D. You underline seen in the two passive sentences. Seen is the third form of the verb to see. What are the three forms? That's right. They are see, saw,seen.

Method Es, B

På sidan fyra kan du se en hel del passiva meningar. Meningarna vid A talar dels om, vad som görs varje år och dels om vad som gjordes igår. Båda meningarna är passiva, och dom måste alltså ha minst ett hjälpverb och ett huvudverb dessutom. Hjälpverbet blir is, när man beskriver vad som sker och was, när man beskriver, vad som skedde igår. Huvudverbet i den passiva meningen består, som du väl minns, av tredje formen på verbet. Dom tre formerna av verbet paint är paint, painted, painted. Kan du se dom på sidan 4 A? Den tredje formen, painted, användes i dom två passiva meningarna. Om du går vidare till stort B, finner du också där samma form,

visited, som används i dom två passiva meningarna. Se nu efter till vänster på sidan hur dom båda meningarna översätts till svenska. (Paus.) Om svenskan är Muséet besöks mycket sällan så blir engelskan: The museum is visited very seldom. Är svenskan Muséet besöktes igår så blir engelskan: The museum was visited yesterday. Se nu på meningarna vid C. Hur översätts dom? (Paus.) Vilka är de tre formerna av verbet lock? Vilken av de tre formerna används som huvudverb i den passiva meningen? Den tredje, förstås, dvs locked. Till sist ska du läsa igenom meningarna vid D. Stryk under seen, som är tredje formen av verbet see, och se sedan efter vad meningarna betyder på svenska. Vad blir is seen på svenska? Vad was seen på svenska?

Method Ee, C

Now you know a lot about buttons and cave-men's wives, don't you.? We are going to look at a few sentences from this text. You will find them on page 8 A (sidan 8 A). I am going to read these sentences to you. When I have read sentence number one, I will read part two of it again. Part number two consists of the verbs, as you remember. On page 8 A you have only passive sentences, and that means that there are at least two verbs in every sentence. One of the verbs is the little verb, which can be was, or were and the second verb is the head verb. In the first sentence the head verb is to tear. The three forms of to tear are: tear, tore, torn. You should use the third form, which is torn, and you find that form after was in the first sentence. Have you got your pencil ready now? Listen to me and underline part 2, sentence number one. It was torn when it was washed. Underline was torn and was washed.

Number two: You were warned in the conditions. were warned.
Number three: It isn't as if we were invited yesterday. were invited.
Number four: We were all especially selected. were selected.
Number five: We were tested and examined. were tested and examined.
Number six: The tigers were killed by cave-men. were killed.

Number seven: It was sold by Turnbull´s. was sold.

Number eight: Everything in Charlie´s life was planned in advance. was planned.

Number nine: The tiger-tooth necklace was worn by cave-men´s wives. was worn.

Method Es, C

Vi ska titta på några meningar från den här texten tillsammans nu. Slå upp sidan 8 A, 8 A. Till vänster på sidan har du meningar på engelska och till höger har du samma meningar, fast på svenska. Du minns väl att vi har sagt, att på svenska har vi två möjligheter att översätta en pasiv mening på. Vi kan ha s-passiv eller bli + ett huvudverb. Ibland låter s-passiv bättre än bli + huvudverb, och ibland låter bli + huvudverb bättre än s-passiv. Därför har vi ibland det ena och ibland det andra till höger på sidan. Nu läser jag meningarna till vänster, och när jag har gjort det, läser jag del 2, dvs verbdelen igen, och den stryker du under. Har du pennan i handen nu? Då börjar vi.

Mening nummer 1: It was torn when it was washed. Stryk under: was torn och was washed.

" 2: You were warned in the conditions. Stryk under: were warned.

" 3: It isn´t as if we were invited yesterday. were invited.

" 4: We were all specially selected. were selected.

" 5: We were tested and examined. were tested and examined.

" 6: The tigers were killed by the cave-men. were killed.

" 7: It was sold by Turnbull´s. was sold.

LESSON 4

Method Ee, A

Today you have been listening to a lot of sentences which have told you what has happened, for example, The flowers have been watered and The chairs have been arranged. Now look at page three A (sidan 3 A) where you have a few sentences like these. First you see an active sentence: Father has invited Mrs Anderson. Under it you have the corresponding passive sentence: Mrs Anderson has been invited by Father. Draw a line from part three in the active sentence to part three in the passive sentence. Have you done that now? After that we will look especially at part number 2 in both the sentences. Notice that part number two in the active sentence consists of one little verb and one head verb. If you go to the passive sentence under it you see that part number two there consists of two little verbs and a head verb. The passive sentence must always have one little verb and one head verb, but if the active sentence has one little verb then the passive sentence must have two little verbs. Look at the sentences again. Father has invited Mrs Anderson and Mrs Anderson has been invited by Father. Did you notice that the little verbs are written in small letters? Now look at B. Part number two of the sentence, Susan has sent the letter has one little verb has and the head verb sent. Then the corresponding passive sentence must have two little verbs. So it has. You can see that part number two of the passive sentence consists of the two little verbs has been and the head verb sent. As usual you use the third form of the head verb in the passive sentence. Which are the three forms of the verb to send.? You can see them on page 3 A. After this let's look at C too. Grandfather has fetched the tea has one little verb and one head verb. Then the corresponding passive sentence must have two little verbs, and it has. It runs: The tea has been fetched by Grandfather. Has been are the little verbs and fetched is the third form of the head verb.

Method Es, A

Idag har du lyssnat på en hel del meningar, som har talat om vad som har skett, t ex The flowers have been watered och The chairs have been arranged. Slå nu upp sidan 3 A, 3 A, så ska vi se gemensamt på några sådana meningar. Överst på sidan 3 A står den aktiva meningen: Father has invited Mrs Anderson. Rita en pil från del 3 i den aktiva meningen till del tre i den passiva meningen, så du ser hur den har flyttat på sig. Sedan ska vi titta speciellt på del 2 i de bägge meningarna. Ser du att del 2 i den aktiva meningen består av ett hjälpverb och ett huvudverb? I den passiva meningen inunder den konstaterar du att del 2 består av två hjälpverb och ett huvudverb. Den passiva meningen måste alltid innehålla ett hjälpverb, men om redan den motsvarande aktiva meningen har ett hjälpverb, måste den passiva meningen få två hjälpverb. Det heter alltså Father has invited Mrs Anderson men Mrs Anderson has been invited by Father. Lägg märke till att hjälpverben har skrivits med små bokstäver.

Du ser samma förhållande vid stort B. Meningen Susan has sent the letter innehåller i del 2 hjälpverbet has och huvudverbet sent. Den motsvarande passiva meningen måste då innehålla två hjälpverb. Det gör den också. Du ser att del 2 består av orden has been sent. Has been är hjälpverb och sent är huvudverb. Huvudverbet i den passiva meningen är som vanligt tredje formen på verbet. Vilka är dom tre formerna på verbet? Jo, send, sent, sent.

Meningarna vid C behandlas likadant. Grandfather has fetched the tea innehåller ett hjälpverb, och alltså måste den motsvarande passiva meningen innehålla två hjälpverb. Den heter alltså: The tea has been fetched by Grandfather. Has been är hjälpverben, och fetched är den tredje formen av huvudverbet.

Method Ee, B

Look at the next green page. It starts with the sentence: The man has opened the present. In the passive that sentence runs: The present has been opened by the man. There are two little verbs in the passive

sentence because the active sentence has one little verb. Now look at the next pair of sentences. The only difference between them and the sentences under number one is that the sentences under number two mention the presents, and, under number one, the present. Notice that you say: The present has been opened but The presents have been opened. Look at number three and four now. Can you see clearly that you say: The book has been forgotten but The books have been forgotten? Now turn to the next page. There you see sentences in groups. All of them are passive and they tell you what is often done, what was done yesterday, and what has been done today. The three forms of the head verb have been written down after each group. You see that the third form is used in the passive sentences. Read the sentences on your own now. (Break.) Now look at the first sentences under two and three. Why do we write: The question is discussed very often but The typewriters are repaired very often? Well, that's because in the first case there is only one question, but, in the second case, there is more than one typewriter. Therefore you must say: The question is discussed very often but The questions are discussed very often. Now look at number three and four again and underline the little verbs: are, were and have. You should underline are, were and have.

Method Es, B

Slå nu upp nästa röda papper, det som börjar med meningen: The man has opened the present. (Paus.) I passiv heter den meningen: The present has been opened by the man. Det blir två hjälpverb i den passiva meningen, eftersom redan den aktiva meningen har ett hjälpverb. Skillnaden mellan detta meningspar och nästa är bara, att, meningarna vid 2 handlar om the presents och inte om the present, dvs dom blir: The man has opened the presents och The presents have been opened by the man. Lägg märke till att det heter: The present has been opened men The presents have been opened. Se nu på 3 och 4 också. Observera, att det heter: The book has been forgotten men The books have been forgotten. Nu går vi över till

nästa sida. Vänd på bladet. Där står några passiva meningar, som du känner igen, eller hur? Den första meningen handlar om vad som görs ofta, den andra om vad som gjordes igår och den tredje om vad som har gjorts idag. De tre formerna på huvudverbet står efter varje grupp, och du ser att den tredje formen används i dom passiva meningarna. Läs nu igenom meningarna tyst för dig själv. (Paus.) Se på första meningen vid 2 och 3. Varför heter det: The question is discussed very often men The typewriters are repaired very often? Jo, det har att göra med att om ordet före hjälpverbet är ental eller flertal. Det heter alltså: The question is discussed very often men vid flertal blir det: The questions are discussed very often. Läs igenom trean och fyran nu och stryk under are, were och have. (Paus.)

Method Ee, C

Do you like such stories? I do. I hope you do, too, because now you are going to look at some sentences from the text again. Look at page 9 A (sidan nio A). I will read the sentences to you there and you should listen. After each sentence to the left you have the three forms of the verb. You can find them, can't you? The third form is used in all the sentences on this page because there are only passive sentences here. Now listen.

Sentence one: The master has been murdered today. Yesterday a policeman was murdered.

Sentence two: His head has been struck by something heavy. Yesterday the man's head was struck by something heavy.

Three: The table has been moved. Yesterday the table was moved.

Four: The body has been touched. Yesterday the body was touched.

Five: Nobody has been accused. Yesterday a policeman was accused.

Six: The curtains have been drawn. Yesterday the curtains were drawn.

Seven: The housekeepers have been offered jobs. Yesterday the housekeepers were offered jobs.

Can you see the difference between The housekeeper was offered a job and The housekeepers were offered jobs? You can compare,

too: The Housekeeper has been offered a job and The housekeepers have been offered jobs.

Now I will read the last sentences to you:

Eight: They have been tricked by their sons. Yesterday they were tricked by their sons.

Nine: They have been asked many questions today. Yesterday they were asked many questions.

Method Es, C

Now you are going to look at some sentences from the text again. Look at page nine A (sidan 9 A). I will read the sentences to you and you should listen. After each sentence to the left you have the three forms of the verb. You can find them, can't you? The third form is used both to the left and to the right on this page, as there are only passive sentences on this page. Now listen!

1. The master has been murdered today. Yesterday a policeman was murdered.
2. His head was struck by something heavy. Yesterday the man's head was struck by something heavy.
3. The table has been moved today. Yesterday the table was moved.
4. The body has been touched. Yesterday the body was touched.
5. Nobody has been accused. Yesterday the policeman was accused.
6. The curtains have been drawn. Yesterday the curtains were drawn.
7. The housekeepers have been offered jobs. Yesterday the housekeepers were offered jobs.

   Ser du skillnaden här. Man säger: The housekeeper was offered a job men The housekeepers were offered jobs liksom The housekeeper has been offered a job men The housekeepers have been offered jobs.

   Nu ska jag läsa dom två sista meningarna för dig.
8. They have been tricked by their sons. Yesterday they were tricked by their sons.
9. They have been asked many questions today. Yesterday they were asked many questions.

LESSON 5

Method Ee, A

Earlier we talked about what is done, what was done, and what has been done. Today we will talk about what had been done. Look at page 3 (sidan 3). The active sentence Susan had turned on the light in the passive, becomes The light had been turned on by Susan. Susan does something, doesn't she, she is active, and because of that her name is at the beginning of the active sentence. The light on the other hand, is turned on, it is the object of an action, but it doesn't do anything itself, it is passive, and therefore it is at the beginning of the passive sentence. Part number two of the active sentence consists of one little verb and one head verb. Then we know that part number two of the passive sentence must consist of two little verbs and the third form of the head verb. Do notice that the little verbs are written in small letters. You can see, too, can't you, that the three forms of the verb have been written down under the passive sentence. The third form has been underlined.

Now look at the B sentences. The active sentence Susan had watered the flowers in the passive becomes The flowers had been watered by Susan. Part number two in the passive sentence must consist of two little verbs and one head verb. The three forms of the head verb have been written down under the passive sentence. Can you see the verb to water there?

Now look at the C sentences. You should fill in the little verbs there. What will they be? Well, you must fill in had been, mustn't you? The passive sentence now runs: The food had been prepared by Susan. You must have two little verbs in the passive sentence as the corresponding active sentence has one little verb.

Method Es, A

Slå nu upp sidan 3 A, 3 A. Idag ska vi tala om vad som hade gjorts. Den aktiva meningen Susan had turned on the light överst

på sidan kan förvandlas till passiv och heter då The light had been turned on by Susan. Susan gör någonting, hon är aktiv, och därför kommer hon först i den aktiva meningen. The light däremot tänds, det utsätts för en handling, det är passivt, och därför står det först i den passiva meningen. Del två i den aktiva meningen innehåller ett hjälpverb och ett huvudverb. Då vet vi, att del två i den passiva meningen måste innehålla två hjälpverb plus tredje formen på huvudverbet. Ser du att hjälpverben är skrivna med små bokstäver? Du ser väl också att de tre formerna på verbet står skrivna efter den passiva meningen? Den tredje formen har strukits under.

Nu går vi vidare till meningarna vid stort B. Den aktiva meningen Susan had watered the flowers kan förvandlas till passiv, och blir då The flowers had been watered by Susan. Del två i den passiva meningen måste bestå av två hjälpverb och ett huvudverb. Dom tre formerna på huvudverbet hittar du under den passiva meningen. Slutligen ska du själv titta på meningarna vid stort C och fylla i hjälpverben. Vad blir dom? (Paus.) Jo, det blir had been som du ska fylla i, eller hur? Den passiva meningen blir då: The food had been prepared by Susan. Du måste ha två hjälpverb i den passiva meningen eftersom redan den motsvarande aktiva meningen har ett hjälpverb.

Method Ee, B

Now turn to page four A. There you will find the correct answers to the questions on page 4. After each sentence you have the three forms of the verb. The third form has been underlined. Try to correct your own answers now. You should underline the third form of the head verb in all your sentences. Start now. (Break.)

Method Es, B

Gå nu till sidan fyra A. Där har du dom riktiga svaren på frågorna på sidan 4 A. Efter varje mening ser du dom tre formerna på verbet.

Den tredje formen har strukits under. Försök att rätta dina egna svar nu. (Paus i två minuter.) Ta nu och stryk under den tredje formen på verbet i alla dina meningar.

Method Ee, C

Look at page eight A (sidan åtta A). There you can see a few passive sentences from the text you have just listened to. We will look at part two of the sentences. In the first sentence, The girl had been cruelly treated by her mother you underline had been treated. Had been are the little verbs and treated is the head verb. Which are the three forms of the verb to treat? Well, they are treat, treated, treated. In number two The girl had been allowed to give a party you underline had been and allowed. Which are the three forms of the verb to allow? They are allow, allowed, allowed, aren't they? In number three The father had been sent abroad you underline had been sent. Had been are the little verbs and the three forms of the verb are send, sent, sent. What do you underline in number four: The mother had been offered a bed for the night? Had been offered, of course. And in sentence number five: The front door had been broken? Yes, it must be had been broken. The three forms of the verb to break are: break, broke, broken, and you should use the third form, broken, in the passive sentence. What should you underline in the last sentence: The barrel had been rolled down the stairs? Had been rolled, of course.

Method Es, C

Nu går vi över till sidan 8 A, 8 A. Där har du en hel del passiva meningar från den text du just har lyssnat på. Vi ska se hur dom kan översättas till svenska. Jag ska läsa den sidan nu för dig och du följer bara med. Du minns väl, att svenskan har två sätt att uttrycka en passiv mening medan engelskan bara har ett? Vilket av svenskans två sätt är mest likt engelskans? Ja, det är förstås det som består av bli + ett huvudverb. Nu börjar jag med mening nummer ett:

LESSON 6

Method Ee, A

Now open your papers to page 1 A (sidan 1 A). You have been working with sentences mentioning what can be done, what will be done and what must be done. You can see such sentences on this page, too. The first sentence Father will arrange a meeting tomorrow is active and the corresponding passive sentence is, A meeting will be arranged by Father tomorrow. Draw a line from part three in the passive sentence so that you can see clearly how the two words have moved. Part two in the active sentence consists of two verbs, one little verb, will, and one head verb, arrange. When the active sentence has one little verb, the corresponding passive sentence must have two little verbs, as you remember. Part two of the passive sentence consists of the little verbs will be and the third form of the head verb arrange. The passive sentence must always have at least one little verb, and this little verb is always a form of the verb be. It can be, for example, is, was, are or were. If the passive sentence has two little verbs, one of them is always either be or been. On this page you find be in the passive sentences.

Now we will take the B sentences. You see that the active sentence Father can arrange a meeting is in the passive A meeting can be arranged by Father. Do you see how part three of the active sentence has moved to the beginning of the passive sentence? Who is active in the sentences, Father or the meeting? It's Father of course, and because of that Father is at the beginning of the active sentence and a meeting is at the beginning of passive sentence. Part two in the active sentence consists of one little verb and therefore part two of the passive sentence must consist of two little verbs. One of them must be either be or been. Is that right? Yes, the little verbs are can be. Now look at the sentences under C. In both of them you will find the little verb must. The active sentence is, Father must arrange a meeting tomorrow. Which is the corresponding passive sentence? Yes, it is: A meeting must be arranged by Father tomorrow.

Method Es, A

Nu slår du upp sidan 1 A, 1 A, i ditt lilla häfte. Där ser du några meningar, som liknar dom som du nyss har arbetat med. Överst står som vanligt en aktiv mening, som sedan har förvandlats till passiv. Dra en linje från del 3 i den aktiva meningen till del 3 i den passiva meningen, så ser du hur orden har flyttat på sig. Del 2 i den aktiva meningen innehåller två verb, ett hjälpverb, will, och ett huvudverb arrange. När den aktiva meningen innehåller ett hjälpverb, måste den motsvarande passiva meningen alltid ha två hjälpverb, som du minns. Del 2 i den passiva meningen innehåller hjälpverben will be och den tredje formen av huvudverbet arrange. Den passiva meningen måste alltid innehålla minst ett hjälpverb, och detta är alltid en form av verbet be, t ex is, are, was eller were. Om den passiva meningen innehåller två hjälpverb, är alltid ett av dom antingen be eller been. På denna sida är det formen be, som används i dom passiva meningarna.

Nu går vi över till meningarna vid stort B. Vi konstaterar, att den aktiva meningen Father can arrange a meeting tomorrow motsvaras av den passiva meningen A meeting can be arranged by Father tomorrow. Ser du hur del 3 i den aktiva meningen har flyttat på sig och kommer först i den passiva meningen? Vem är det som kan göra någonting? Jo, det är Father, och därför kommer Father först i den aktiva satsen. Del 2 består av ett hjälpverb i den aktiva satsen. Då måste del 2 i den passiva satsen bestå av två hjälpverb. Ett av dessa måste vara en form av verbet be. Stämmer det? Ja, det gör det. Hjälpverben är can be. Se nu på meningarna vid C. Dom innehåller hjälpverbet must. Den aktiva meningen Father must arrange a meeting tomorrow blir i passiv A meeting must be arranged by Father tomorrow.

Method Ee, B

And now look at page 2 A (sidan 2 A). There you can see a sentence which has been written again and again but not in quite the same way.

As you remember we said earlier today that all passive sentences always have a form of the verb to be, for example is, was, were, be or been. Now you should underline that form in the sentences on the upper half of the page. In the first sentence it is is you should underline. In the second it is was. What is it in the third? It's been. In the fourth it's been too, and in the fifth and the sixth it is be. Now you should fill in the missing words in the sentences on the lower half of the page. If you look at the corresponding numbers on the upper half you will understand what you should do. The first sentence must be: The house is painted every year. Fill in is painted, and then you go on on your own. (Break.)
And here are the correct sentences:
Number two: The house was painted yesterday.
Three: The house has been painted today.
Four: The house had been painted before it started to rain.
Five: The house will be painted tomorrow.
Six: The house must be painted because I don't like the colour of it.
Now underline all the forms of the verb be, that is to say: is, was, been and be in these sentences too.

Method Ee, B

Nu ska du slå upp sidan 2 A, 2 A. Där ser du samma mening, som upprepas, men med små förändringar. Du minns väl att vi sa tidigare idag, att alla passiva meningar alltid innehåller en form av verbet be, dvs is, are, were, be eller been. I första meningen ska du stryka under is. I andra meningen är det was, och i tredje är det been. I fjärde meningen är det också been. I femte är det be, och sjätte meningen är det också be. Är du färdig med understrykningarna, nu? Då ska du fylla i dom ord, som fattas i meningarna på undre hälften av sidan. Se efter på motsvarande nummer på övre delen av sidan, så förstår du hur du ska göra. Första meningen måste bli: The house is painted every year. Fyll i is painted. Fortsätt nu på egen hand. (Paus.)
Här är dom riktiga meningarna nu:
2. The house was painted yesterday.
3. The house has been painted today.

4. The house had been painted before it started to rain.
5. The house will be painted tomorrow.
6. The house must be painted because I don´t like the colour of it.

Ta nu och stryk under alla former av verbet be, dvs is, was, been och be i dom här meningarna också.

Method Ee, C

On page nine A (sidan 9 A) you will find a few sentences from the text you have just listened to. All the sentences are passive, that is to say that they tell you what can be done, what must be done and what will be done. Can you discover in any of them who can do something, who must do something or who will do something? No, I don´t think you can. Sometimes you don´t know who is going to do something as in the first sentence: The car must be sold quickly. You are not told by whom it must be sold quickly. Sometimes it is not important who is going to do something as in the last sentence: The car will be tested. We don´t know by whom, but we don´t care as long as it is done. Part number one, which tells you by whom something is done, is missing in all these sentences. Part number three, on the other hand, is at the beginning of all the sentences except in sentence 5 where it is what in front of can be done. Now we will try to find out what part number two consists of in these sentences. In the first sentence part number two consists of must be sold. Must be are the little verbs and sold is the third form of the verb to sell. Underline must be sold. In sentence number two you underline must be damaged. What should you underline in sentence number three? (Break.) It must be: can be done. And in sentence number four? There you underline: will be changed. In sentence number five you underline can be done. And in sentence number six? (Break.) There part number two consists of will be replaced. And finally sentence number seven: The car will be tested. What should you underline there? It must be will be tested.

Method Es, C

På sidan 9 A, 9 A, finns en del meningar från den text, som du just har lyssnat på. Alla meningarna är passiva, dvs dom talar om vad som kan göras, vad som måste göras och vad som skall göras, men kan du upptäcka i någon av dom vem det är som kan, måste eller skall göra någonting? Den första meningen översätts med: Bilen måste säljas kvickt. (Paus.) Det nämns inte i någon mening, vem som gör någonting, eller hur? Ibland vet man inte vem som utför handlingen, som t ex i första meningen, och ibland kvittar det vem som gör någonting, bara det blir gjort, som i sista meningen, som översätts med: Bilen kommer att testas. Del 1 i den passiva meningen fattas alltså i alla dessa meningar. Del 3 däremot står först i alla meningarna utom i nummer 5, där den utgörs av ordet what. Vi ska försöka upptäcka del 2, dvs verbdelen, nu tillsammans. I den första meningen är det must be sold, som bildar del 2. Där finns två hjälpverb: must be och huvudverbet sell, vars tredje form är sold. Stryk under: must be sold. I mening nummer två stryker du under: must be damaged. Vad ska du stryka under i mening tre? Jo, det måste vara can be done. Mening fyra översätts med: Tändstiften ska bytas. Vad ska du stryka under i The plugs will be changed? Jo, will be changed, förstås. Mening 5 översätts med: Jag ska se efter vad som kan göras. Vad ska du stryka under i I will see what can be done? (Paus.) Jo, can be done. I mening nummer sex, som översätts med: Nummerplåten skall ersättas stryker du under will be replaced. Och slutligen i mening nummer sju: The car will be tested stryker du under will be tested.

Appendix B

THE CRITERION TEST GIVEN AS PRE-, POST- AND RE-TEST FOLLOWED BY THE RECORDING MANUSCRIPTS FOR THE LISTENING COMPREHENSION TEST AND THE INSTRUCTIONS FOR THE PUPILS

Lärarhögskolan i Göteborg
GUME-projektet
Margareta Olsson
Mars 1969

____
Namn

____
Klass

____
Skola

____
Eng. lärare

Engelska - åk 7

Förprov - Delprojekt III

The Passives

S. K.

A. K.

Lärarhögskolan i Göteborg
GUME-projektet
Margareta Olsson
The Passives

prov 1

Här skall du läsa igenom en liten spökhistoria. Vissa delar av meningarna fattas, som du kommer att märka. I högra kanten av detta papper får du två förslag till uttryck som kan sättas in. Stryk under det som du anser vara bäst i meningen ifråga.

1. The boy was asleep on the floor.
2. Then the door ________________.
   2 a) has opened
   2 b) was opened
3. A light shone on his face.
4. He had read many ghost stories, and now he got very frightened.
5. He ______________ by a light shining into his eyes.
   5 a) was blinded
   5 b) blinded
6. He wanted to get up from the floor.
7. Then he ______________of from behind.
   7 a) took hold
   7 b) was taken hold
8. He wanted to cry for his mother.
9. But something ______________over his face and he couldn't see anything.
   9 a) put
   9 b) was put
10. His hands ________________behind his back.
   10 a) tied
   10 b) were tied
11. He couldn't call out and he couldn't see anything.
12. He ________________towards the door.
   12 a) kicked
   12 b) was kicked
13. Then he ______________along a lot of corridors.
   13 a) was led
   13 b) led
14.. Finally they came to another door.
15. He ______________ inside it.
   15 a) was kicked
   15 b) kicked
16. There his hands ________________.
   16 a) freed
   16 b) were freed.
17. Then he ______________alone in the room.
   17 a) was left
   17 b) left

SLUT

VÄND INTE BLAD FÖRRÄN DU BLIR TILLSAGD

Lärarhögskolan i Göteborg
GUME-projektet
Margareta Olsson

Prov 2
Avlyssningsprov
Elevens blad

Lyssna nu uppmärksamt på de meningar du får höra och kryssa sedan för antingen a) eller b) vid varje siffra. Stanna inte upp om du inte har förstått utan gå vidare ändå.

Number 1. a) the grandparents
b) the girl

Number 2. a) the ships
b) the castle

Number 3. a) the baby
b) the old people

Number 4. a) the cars
b) the flowers

Number 5. a) Mother
b) Father

Number 6. a) the husband
b) the wife

Number 7. a) the President
b) the Frenchman

Number 8. a) coffee
b) a machine

Number 9. a) the kind woman
b) the little boy

Number 10. a) school children
b) English

Number 11. a) the patients
b) the doctors

Number 12. a) the insects
b) the grass

Number 13. a) the monkey
b) the banana

fortsätt på nästa sida

Number 14. a) small teeth
b) the apple

Number 15, a) the gangsters
b) the police

Number 16. a) the rain
b) the football match

Number 17. a) the uncle
b) the child

Number 18. a) the horse
b) the water

Number 19. a) all the school
b) the book

Number 20. a) the teachers
b) the school children.

SLUT

VÄND INTE BLAD FÖRRÄN DU BLIR TILLSAGD!

Prov 3

I följande meningar skall antingen "has" eller "was" sättas in. I kolumnen till höger på detta papper hittar du "has" och "was" överst. I första meningen t ex skall "has" sättas in, och du finner därför ett kryss under "has" vid siffran 1. Nu fortsätter du på samma sätt och sätter kryss under antingen "has" eller "was". Denna skrivning består av två sidor.

1. He ... passed his first examination.
2. The news about the aircrash ... heard on the radio.
3. The film ... shown at the Royal.
4. The little girl .... cried all afternoon.
5. She ... misplaced her bag. Can you see it?
6. The house ... built in the eighteenth century.
7. The car ... washed yesterday.
8. The rain ... surprised us all.
9. The book ... written many years ago.
10. The old man ... collected stamps all his life.
11. The shopkeeper ... closed the shop.
12. The baby ... given a new dress in a hurry.
13. My father ... just bought a new car.
14. The orchestra ... listened to in the evenings.
15. The child ... fascinated all the older generation.
16. The money ... handed over to the parents.
17. I ... kept at the hospital for three days.
18. The pupil ... read Robinson Crusoe.
19. The millionaire ... sold one of his yachts.
20. The captain ... ordered the sailors to leave the boat.
21. The poem ... learnt and remembered.
22. The teacher ... taught in this school for 30 years.
23. Only a small boy ... seen at the place.

has	was
1 a) x	b)
2 a)	b)
3 a)	b)
4 a)	b)
5 a)	b)
6 a)	b)
7 a)	b)
8 a)	b)
9 a)	b)
10 a)	b)
11 a)	b)
12 a)	b)
13 a)	b)
14 a)	b)
15 a)	b)
16 a)	b)
17 a)	b)
18 a)	b)
19 a)	b)
20 a)	b)
21 a)	b)
22 a)	b)
23 a)	b)

fortsätt på nästa sida

	has	was
24. The picnic ... repeated as soon as the weather was fine.	24 a)	b)
25. The man ... killed in the war.	25 a)	b)
26. The corridor ... believed to be full of people at this hour.	26 a)	b)
27. The shop ... always sold cigarettes.	27 a)	b)
28. The book ... read and admired.	28 a)	b)
29. The secretary ... posted the letters already.	29 a)	b)
30. Mother ... done the cooking for us.	30 a)	b)
31. The doctor ... dropped another cup of tea.	31 a)	b)
32. The diamond ... stolen once a year at least.	32 a)	b)
33. The cowboy ... admired for his big hat.	33 a)	b)
34. My aunt ... frightened on seeing her husband so suddenly.	34 a)	b)
35. The journalist ... published the article in the biggest daily paper.	35 a)	b)
36. My father ... made the table.	36 a)	b)
37. The girl ... known the secret since she was very small.	37 a)	b)
38. The money ... counted morning and evening.	38 a)	b)
39. The question ... answered again and again.	39 a)	b)
40. Cricket ... played every summer.	40 a)	b)

SLUT

VÄND INTE BLAD FÖRRÄN DU BLIR TILLSAGD!

Lärarhögskolan i Göteborg
GUME-projektet
Margareta Olsson

Prov 4

I följande meningar skall antingen "will be" eller "will have" sättas in. I högra kanten av detta papper hittar du dessa ord. Sätt ett kryss i kolumnen under det uttryck du tycker passar bäst i meningen i fråga. Denna skrivning består av två papper. Du vänder alltså blad när du är färdig med första sidan.

	will have	will be
1. He thinks he ... chosen President next year.	1 a)	b)
2. The students ... passed their exams before the end of June.	2 a)	b)
3. The job ... finished before Christmas.	3 a)	b)
4. The prize ... won by the best pupil.	4 a)	b)
5. The money ... put in the bank.	5 a)	b)
6. The children ... told a bedtime story.	6 a)	b)
7. The acrobat ... trained the monkeys perfectly in a year.	7 a)	b)
8. The building ... admired when it is finished.	8 a)	b)
9. The soldiers ... shown their new caps to the general before next Sunday.	9 a)	b)
10. The fire ... destroyed the town before the fire brigade arrives.	10 a)	b)
11. The house ... painted green.	11 a)	b)
12. The pictures ... hung in the palace not later than Friday.	12 a)	b)
13. The children ... done their homework before eight.	13 a)	b)
14. The gardener ... watered the flowers by the time I have cut the lawn.	14 a)	b)
15. A hot bath ... prepared for you when you come back from your long railway trip.	15 a)	b)
16. At Operakällaren a wonderful dinner ... cooked by Tore Wretman when Grandmother has her eightieth birthday.	16 a)	b)
17. The gates ... shut every evening at ten o'clock.	17 a)	b)
18. She ... given a silver spoon on her birthday.	18 a)	b)
19. In this small house a new book ... written every year.	19 a)	b)
20. The story ... repeated at every party.	20 a)	b)
21. By next Sunday the young man ... told the girl that he loves her.	21 a)	b)
22. The contract ... signed next week.	22 a)	b)

fortsätt på nästa sida

23. The hotel ... paid as quickly as possible for the two rooms.

24. The captain ... sold the ship before we can get enough money to buy it.

25. The professors ... warned people against swimming in this lake before it is summer.

26. Too much money ... spent on this house before people can move into it.

27. By the time the child is asleep, the mother ... sent for the doctor.

28. If this question it put to them, the pupils ... answered it within a second.

29. The troops ... called out very soon.

30. The police... found the pearls and the diamonds before the thieves have time to sell them.

31. Mini-skirts ... forgotten when long skirts are fashionable (modern) again.

32. I think that the children ... noticed that the road is very bad.

33. If he is not careful in the jungle, the lions ... killed him before he has time to take out his gun.

34. Kind people ... helped the poor family by next month.

35. The rich lady ... given away her money before she is old.

36. The President ... spoken by the end of next month.

37. All the tourists ... returned to their country by the time the winter sets in.

38. People ... picked up all the money I lost on my way to school.

39. When you leave school, you ... studied English for many years.

40. The captain ... inspected every corner before the holidays are over.

will have	will be
23 a)	b)
24 a)	b)
25 a)	b)
26 a)	b)
27 a)	b)
28 a)	b)
29 a)	b)
30 a)	b)
31 a)	b)
32 a)	b)
33 a)	b)
34 a)	b)
35 a)	b)
36 a)	b)
37 a)	b)
38 a)	b)
39 a)	b)
40 a)	b)

SLUT

VÄND INTE BLAD FÖRRÄN DU BLIR TILLSAGD!

Lärarhögskolan i Göteborg
GUME-projektet
Margareta Olsson

Prov 5

Meningen The thief was arrested by the policeman kan skrivas om till The policeman arrested the thief. Försök nu att skriva om följande på samma sätt. Använd raden under meningen när du skriver om den.

Skriv ej i denna marginal

1. Breakfast was cooked by my aunt yesterday.
2. The chairs were beautifully arranged by Mother.
3. New houses were built every year by the old architect.
4. The girl was called Elizabeth by her parents.
5. The children were warned again and again by the teachers.
6. The child was covered by heavy wollen things.
7. The machine was stoppedevery hour by the engineers.
8. Presents for Christmas were always beautifully addressed by my Grandmother.
9. The school books were paid for by the State.
10. French was studied by my cousins earlier.

SLUT

VÄND EJ BLAD FÖRRÄN DU BLIR TILLSAGD!

Lärarhögskolan i Göteborg
GUME-projektet
Margareta Olsson

Prov 6

Meningen The boy stopped the machine kan skrivas om till The machine was stopped by the boy. Försök nu att skriva om följande meningar på samma sätt. Använd raden under meningen.

Skriv ej i denna marginal

1. The millionaire kept his money in a big box.
2. The headmaster asked the boy many questions.
3. The soldiers burnt down the houses.
4. The schoolboys often played cricket.
5. The angry boxer finished the football match.
6. Each child paid a shilling for the lunch.
7. Many Swedes visited London last year.
8. Prince Philip sailed the white boat.
9. The pupil understood the problem perfectly.
10. The people on the island expected storms in winter.

SLUT

VÄND INTE BLAD FÖRRÄN DU BLIR TILLSAGD!

Lärarhögskolan i Göteborg
GUME-projektet
Margareta Olsson

Prov 7

Följande svenska meningar skall översättas till engelska:

1. Huset målades rött av barnen.

2. Boken skrevs förra året.

3. Vi blir alltid hjälpta av Miss Taylor.

4. Brevet skickades igår kväll.

5. Bilen blev tvättad av mekanikern.

6. Vårt bagage packas alltid av mamma.

7. Engelska studeras nu i Sverige av alla barn.

8. Fönstren blir rengjorda av Ann varje månad.
(göra ren = clean)

SLUT

Lärarhögskolan i Göteborg
GUME-projektet
Margareta Olsson

Avlyssningsprov
Lärarens blad

Nu får du höra en hel del meningar från ett band. Efter varje mening får du en fråga för att kontrollera om du har förstått meningen. På ditt papper står två ord nämnda vid varje siffra med a) respektive b) framför. Vid siffran 1 står det t ex a) the elephant b) the man. När du hör frågan om vilket av de två orden är det rätta, så sätter du ett kryss framför det ord du anser vara riktigt. Du får alltså först höra en mening och sedan en fråga om meningen. Nu börjar vi:

Number 1. The girl was kissed by her prandparents.
Who was kissed?
a) the grandparents
b) the girl

Number 2. The ships are often seen from the castle.
What is often seen?
a) the ships
b) the castle

Number 3. The baby was often heard by the old people.
Who was often heard?
a) the baby
b) the old people

Number 4. The flowers have been run over by the car.
What has been run over?
a) the cars
b) the flowers

Number 5. Mother will be told by Father about the new house.
Who will be told?
a) Mother
b) Father

Number 6. The wife was met by her husband.
Who was met?
a) the husband
b) the wife

Number 7. The Frenchman was shocked by the President.
Who was shocked?
a) the President
b) the Frenchman

Number 8. Here coffee is made by a machine.
What is made?
a) coffee
b) a machine

Number 9. The little boy was adopted by the kind woman.
Who was adopted?
a) the kind woman
b) the little boy

Number 10. English is understood by school children.
What is understood?
a) school children
b) English

Number 11. In the hospital the patients are helped by the doctors.
Who are helped?
a) the patients
b) the doctors

Number 12. The grass is attached by insects.
What is attacked?
a) the insects
b) the grass

Number 13. The banana was eaten by the monkey.
What was eaten?
a) the monkey
b) the banana

Number 14. The apple was marked by small teeth.
What was marked?
a) small teeth
b) the apple

Number 15. The gangsters were taken by the police.
Who was taken?
a) the gangsters
b) the police

Number 16. The football match was stopped by the rain.

What was stopped?

a) the rain

b) the football match

Number 17. The child is often given presents by its uncle.

Who is often given presents?

a) the uncle

b) the child

Number 18. The water was drunk by the horse.

What was drunk?

a) the horse

b) the water

Number 19. The book was read by all the school.

What was read?

a) all the school

b) the book

Number 20. The school children were tested by the teachers.

Who were tested?

a) the teachers

b) the school children

Instruktioner för förprov, Delprojekt 3, åk 7, The Passives.

Lärarhögskolan i Göteborg
GUME-projektet
Margareta Olsson
The Passives

Under denna lektion ska du få ett prov i engelska för att se hur mycket du kan innan vi startar engelskundervisning per hörlurar. Du ska skriva idag under ungefär 30 minuter. Det blir inte något svårt prov, men om du inte skulle kunna någonting, så går du bara vidare och stannar inte upp. Inga fel kommer att räknas utan bara det som är rätt.

Vill du nu ta och skriva namn, klass, skola och engelsklärare utanpå det lilla häfte som ligger på din bänk. (Paus i två minuter) Längst ner på papperet står det s.k. och a.k. i en cirkel. S.k. betyder särskild kurs och a.k. allmän kurs. Ta nu och stryk under den kurs som du går i. Nu slår du upp första sidan och tittar på Förprov 1. Överst ser du anvisningar om hur du skall göra. Läs igenom dom. (Paus) Till höger på sidan ett står en del uttryck. Du ska välja ett av dom, som du tycker passar bäst i den mening, som har samma nummer. Stryk under det uttrycket. Du ser också, att du ska börja på mening två. Nu startar vi, och du har fem minuter på dig.

Nu har tiden gått ut, och vi ska börja med prov två. Slå upp nästa sida och lyssna noga på anvisningarna. (Paus) Du kommer nu att få höra en hel del engelska meningar från bandet. Efter varje mening kommer en fråga för att kontrollera, om du har förstått meningen. På ditt papper står två ord framför varje siffra med a) respektive b) framför. Vid siffran 1 står det t ex a) the grandparents b) the girl. När du hör frågan om vilket ord du anser vara det rätta sätter du ett kryss framför det ord du tycker är riktigast. Du får alltså först höra en mening och sedan en fråga om meningen. Har alla hittat Number 1 med a) och b) efter? Håll pennan där, för nu börjar vi.

Vänd nu på bladet. Vi är nu på sidan fyra och du ska börja på Förprov 3. Ser du att till höger på sidan finns det en tabell. I den första rutan där med siffran 1 har ett kryss satts ut för att visa dig hur du ska göra sedan. Läs nu igenom anvisningarna och fortsätt sedan på egen hand. Du har tio minuter på dig för denna skrivning.

Nu har tiden gått ut för skrivning 3, och vi går över till skrivning 4. Det blir sista skrivningen för idag. Slå upp sidan sex, läs igenom anvisningarna och starta. Ni har tio minuter på er för denna skrivningen också.

Nu slutar vi för idag. Vill du lägga ner pennar och stänga igen häfter. Tack för idag och vi ses igen.

Instruktioner för förprov, Delprojekt 3, åk 7, The Passives.

Lärarhögskolan i Göteborg
GUME-projektet
Margareta Olsson
The Passives

Förprov. Lektion 2

Goddag igen. Idag ska vi skriva färdigt det engelska provet som du skrev hälften av förra gången. Du har nu framför dig det häfte som du skrev i då. Nu slår du upp sidan 8, förprov 5. (Paus) Läs igenom anvisningarna noga och sedan försöker du själv. Det är meningen, att du ska skriva på dom tomma raderna. Stanna inte upp, om det är något du inte skulle kunna. Hoppa bara över det och gå vidare. Nu börjar du, och du har tio minuter på dig.

Tiden har gått ut nu och du måste sluta med förprov 5. Vänd på bladet så ska vi gå över till förprov sex. Där läser du också igenom anvisningarna noga. Sedan skriver du på de tomma raderna. Du har tio minuter på dig för detta prov också.

De tio minuterna har gått nu, och det är tid för den sista skrivningen för idag. Slå upp sidan 10. Du ser där att du ska översätta åtta meningar från svenska till engelska. Skriv ner allt du kan, och bry dig inte om det du inte kan. Du får tio minuter på dig igen.

Nu har tiden gått ut och du ska sluta att skriva. Lägg ifrån dig pennan, lägg igen häftet och vänta på att dom samlas upp. Du ska inte arbete mer denna lektionen och vi säger tack för idag!

Appendix C

THE PUPIL ATTITUDE TEST

Lärarhögskolan i Göteborg
GUME-projektet
Ld - 11/68

Intresse för olika skolämnen.

Namn:______________________________Klass:__________

Skola:______________________________

Engelsklärare:______________________________

Jag läser ___allmän
___särskild kurs i engelska.

Sätt ett kryss (x) för varje ämne inom parentesen under den pil som bäst visar hur du tycker om det ämnet! Tänk efter inte bara hur du tycker just idag utan hur du brukar tycka.

Hoppa inte över något ämne som du har!

	Nästan alltid roligt ↓	Mera roligt än tråkigt ↓	Mera tråkigt än roligt ↓	Nästan alltid tråkigt ↓
Svenska	( )	( )	( )	( )
Matematik	( )	( )	( )	( )
Engelska	( )	( )	( )	( )
Kristendomskunskap	( )	( )	( )	( )
Samhällskunskap	( )	( )	( )	( )
Biologi	( )	( )	( )	( )
Fysik	( )	( )	( )	( )
Musik	( )	( )	( )	( )
Teckning	( )	( )	( )	( )
Slöjd	( )	( )	( )	( )
Hemkunskap	( )	( )	( )	( )
Gymnastik	( )	( )	( )	( )
Tyska	( )	( )	( )	( )
Franska	( )	( )	( )	( )
Maskinskrivning	( )	( )	( )	( )

Lärarhögskolan i Göteborg
GUME-projektet
Ld - 11/68

Elevenkät - attitydformulär.

Namn: ______________________________ Klass: __________

Skola: ______________________________ Jag läser allmän / särskild kurs i eng.

Engelsklärare: ______________________________

Du har under de sista fyra veckorna varit med i det s.k. GUME-projektet, vilket har inneburit att du dels fått ett antal olika prov, dels fått följa sex lektioner med hjälp av hörlurar och s.k. magnetslinga. Vi vill nu höra litet om vad du tyckt om det här. Svara på alla frågorna; svara med kryss (x) eller korta meningar.

1 Jag har varit med på _____ av de sex lektionerna.

2 Det som var **bra** med GUME-lektionerna var att

____

____

____

3 Det som **inte var bra** med GUME-lektionerna var att

____

____

____

4 På de här timmarna lärde jag mig engelska

_____ mycket bättre än på vanliga timmar

_____ något bättre än på vanliga timmar

_____ ungefär som på vanliga timmar

_____ något sämre än på vanliga timmar

_____ mycket sämre än på vanliga timmar

5 De här timmarna var

_____ mycket roligare än vanliga timmar

_____ något roligare än vanliga timmar

_____ ungefär som vanliga timmar

_____ något tråkigare än vanliga timmar

_____ mycket tråkigare än vanliga timmar

6 Det som var roligare var att ____________________

____

7 Det som var tråkigare var att ____________________

____

8 Tiden under de här timmarna verkade gå

_____ mycket fortare än under vanliga timmar

_____ något fortare än under vanliga timmar

_____ ungefär som under vanliga timmar

_____ något långsammare än under vanliga timmar

_____ mycket långsammare än under vanliga timmar

9 Efter de här timmarna kände jag mig

_____ mycket tröttare än efter vanliga timmar

_____ något tröttare än efter vanliga timmar

_____ ungefär som efter vanliga timmar

_____ något mindre trött än efter vanliga timmar

_____ mycket mindre trött än efter vanliga timmar

10 (Om du var trött:) Det som gjorde mig trött var:

____

____

11 Jag tyckte att lurarna fungerade

_____ mycket bra

_____ bra

_____ rätt dåligt

_____ mycket dåligt

12 Jag tycket att ljudet i allmänhet var

_____ mycket bra och lätt att höra

_____ bra

_____ rätt dåligt

_____ mycket dåligt och svårt att höra

13 (Denna fråga skall du bara besvara om du hade gröna eller röda blad i dina buntar på lektionerna och om du alltså fick se bilder ibland)

De förklaringar vi fick tyckte jag

_____ gjorde det mycket lättare att förstå
_____ gjorde det något lättare att förstå
_____ inte gjorde någon skillnad
_____ gjorde det något svårare att förstå
_____ gjorde det mycket svårare att förstå

14 De muntliga övningarna, då vi skulle prata själva, tyckte jag var

_____ mycket bra
_____ bra
_____ rätt dåliga
_____ mycket dåliga

därför att _______________________________

15 De skriftliga övningarna tyckte jag var

_____ mycket bra
_____ bra
_____ rätt dåliga
_____ mycket dåliga

därför att _______________________________

16 Lästexterna tyckte jag var

_____ mycket bra
_____ bra
_____ rätt dåliga
_____ mycket dåliga

därför att _______________________________

17 Ytterligare kommentarer som jag skulle vilja framföra:

____
____
____
____

Appendix D

THE TEACHER ATTITUDE TEST

Lärarhögskolan i Göteborg
GUME-projektet
Ld - 11/68

Lärarenkät I - allmän metodik.

Detta formulär kan ifyllas anonymt om Du så önskar och insändas separat. Skriv svaren på maskin om Du vill. Vi kommer givetvis inte att försöka spåra någon men tycker det vore intressant att kartlägga lärarinställninge till de angivna frågorna. Vi hoppas på hundraprocentig svarsfrekvens.

Namn (ej obligatoriskt): ________________________________

1 man / kvinna 2 Ålder: 20-30 30-40 40-50 50-

3 Utbildning: ___ folkskollärare

___ vidareutbildning i engelska

___ fil.mag.

___ antal betyg i engelska

___ annan utbilning (Vad?________________________)

4 Erfarenhet: ___ mellanstadiet i engelska (_____ antal år)

___ högstadiet (_____ år)

___ gymnasium (+fackskola) (_____ år)

___ annat (Vad?__________,_____ år)

(Tre år med tjänst p
både högst. och gym
markeras som 3+3 år

5 Ämnen:

	ty	fr	nord. spr, sv	ry	annat
betyg i	____	____	____	____	____
erfarenhet av underv.	____	____	____	____	____

6 Praktisk lärarutbildning år ______ (folkskollärarex, provår, lärarhögsk)

==

7 Min/a klass/er har nu metoden: (=i projektet)

Im	Ee	Es
ren strukturövning	förkl. på eng	förkl. på sv

8 Vi har deltagit i projekt ___ I: do-konstr.

___ II: some-any

___ III: passiv

9 Jag tror - utan att i detalj känna till de övriga metoderna - att

ni kommer att lyckas bäst med	Im	Ee	Es
bland svaga			
bland medel			
bland duktiga			

GUME-projektet - Lärarenkät I - forts

10 Jag brukar nog själv i åk 7 följa vad som närmast torde motsvara

Im Ee Es annat (Vad? ____________________)

11 Jag tycker att eleverna på högstadiet (åk 7-8) bör ha en grammatiklärobok. ja / nej

12 Jag tycker att man bör ge grammatiska förklaringar:

varje lektion rätt ofta och regelbundet någon gång ibland aldrig

13 Om grammatisk förklaring skall ges, så bör den ges:

____ a) på svenska - på engelska
____ b) av läraren, snabbt och koncist
____ c) av någon elev och sedan rundas av av läraren

14 Jag anser att undervisningen bör föras till ca ____% på engelska.

15 Ovanstående siffra bör vara samma för allmän och särskild kurs: ____
vara större i särskild kurs än i allmän: ____
vara större i allmän kurs än i särskild: ____

16 Kursplanernas anvisningar beträffande dessa saker är i stort sett:

____ tämligen orealistiska i allm /särsk
____ tämligen ogenomförbara i allm /särsk
____ svåra att följa i allm /särsk
____ i stort sett bra och riktiga i allm /särsk
____ utmärkta och realistiska i allm /särsk

Lärarhögskolan i Göteborg
GUME-projektet
Ld - 11/68

Lärarenkät II - synpunkter på projektet.

Vi ber Dig fylla i detta formulär så omsorgsfullt och noga som möjligt. Använd gärna baksidan eller extrablad för att ge fylliga kommentarer.

Namn: ______________________________ Skola: ________________

Jag har en ________ kurs som undervisades efter Im/Ee/Es -metoden.

1 Min inställning till projektidéerna innan vi började var:

2 Min inställning har ändrats i följande avseenden:

3 Jag anser fortfarande:

4 Bra med den metodik som min klass undervisades efter var (om Du hade två klasser med så dela upp synpunkterna) :

5 Mindre bra eller dåligt var: (jfr frågorna nedan innan Du svarar)

6 (För dem som hade E-grupp) Om de grammatiska förklaringarna anser jag:

7 Om de muntliga övningarna anser jag:

8 Om de skriftliga övningarna anser jag:

9 Om läsövningarna anser jag:

10 Om tempot - pauslängder och talhastighet - anser jag:

11 Om den tekniska kvaliteten på band, hörlurar, bandspelare etc anser jag:

12 Om besökande assistenten (ev. -erna) anser jag:

13 Elevernas reaktion jämfört med vanlig undervisning synes vara beträffande

a) intresse:

b) disciplin:

c) inlärningseffekter:

14 Om för- och efterprovet anser jag:

15 Kommentarer - positiva och negativa - till de enskilda lektionerna (gärna lektionsvis för alla sex, ev. även inskolningslektionen):

16 Med tanke på inlärningseffekter och annat anser jag sammanfattningsvis att de här fyra veckorna varit:

_____ i det närmaste helt bortkastade

_____ tämligen värdelösa

_____ ung. som vanligt

_____ bra

_____ mycket bra

17 Den metod som mina elever fått pröva anser jag vara:

_____ dödfödd

_____ användbar i framtiden med följande ändringar: _____

18 Ytterligare kommentarer:

Appendix E

PUPIL INTEREST IN DIFFERENT SCHOOL SUBJECTS

TABLE E:1

PUPIL INTEREST IN DIFFERENT SCHOOL SUBJECTS

Class:	sk												ak						means per subjects	
Subject:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Swedish	2.9	2.6	2.9	3.0	2.9	3.5	3.2	3.2	3.4	3.4	2.6	3.5	2.7	1.2	2.6	1.9	2.0	2.8	50.3	2.79
Mathematics	3.1	3.3	2.8	3.0	2.1	3.0	2.8	2.6	2.4	3.0	3.0	3.2	3.0	3.5	3.2	2.5	3.1	2.9	52.5	2.92
English	3.8	3.6	2.7	3.4	3.1	3.3	2.8	2.8	3.5	3.2	2.9	3.5	3.0	3.1	3.2	2.8	3.0	3.4	57.1	3.17
Religion	2.8	2.8	2.5	2.8	2.2	2.7	2.0	2.6	2.9	2.9	2.1	2.8	2.0	2.2	2.0	1.5	2.2	1.9	42.3	2.35
Civies	2.0	2.8	2.6	3.0	2.4	3.1	3.4	2.5	2.6	2.4	2.4	3.1	2.2	3.8	2.5	2.2	2.4	2.3	47.7	2.65
Biology	3.7	3.4	3.2	3.4	3.3	3.5	3.7	2.7	3.0	3.3	3.9	2.9	3.5	2.8	3.2	2.4	2.7	3.3	57.9	3.22
Physics	3.3	3.2	1.5	3.0	2.5	3.2	2.8	2.6	2.7	3.4	2.4	3.1	2.8	2.6	2.8	2.2	3.6	2.9	50.6	2.81
Drawing	3.5	3.2	2.4	3.2	2.5	2.4	3.3	3.6	3.1	3.1	3.8	3.4	3.5	2.8	2.0	2.8	3.4	3.3	55.3	3.07
Domestic Science	3.9	3.7	3.5	3.6	3.0	3.8	3.9	3.7	3.5	3.4	2.6	3.6	3.5	3.9	3.4	3.0	3.2	3.4	62.6	3.48
Gymnastics	3.7	3.7	3.5	3.4	3.4	3.6	3.5	3.6	3.7	3.1	3.6	3.7	2.8	3.2	3.8	3.1	2.8	3.8	62.0	3.44
Means per class	3.21	3.23	2.76	3.18	2.74	3.21	3.14	2.99	3.08	3.12	2.93	3.28	2.90	2.91	2.87	2.44	2.84	3.00		
Rank	3.5	2	16	5	17	3.5	6	10	8	7	11	1	13	12	14	18	15	9		

NB: The pupils had four alternatives to choose from: Almost always interesting (=4), More interesting than dull (=3), More dull than interesting (=2), Almost always dull (=1), The theoretical mean is thus 2.5.

There are ten compulsory subjects in form 7. The following list was made to find out how the pupils ranked the different subjects. The mean is within brackets:

1.	Domestic Science	(3.48)
2.	Gymnastics	(3.44)
3.	Biology	(3.22)
4.	English	(3.17)
5.	Drawing	(3.07)
6.	Mathematics	(2.92)
7.	Physics	(2.81)
8.	Swedish	(2.79)
9.	Civics	(2.65)
10.	Religion	(2.35)

Domestic Science and Gymnastics appear to be the most popular subjects. English is fairly high up as number four, and only Religion is below the theoretical mean.

When the 18 classes are compared, the interesting information emerges that the 12 sk-classes monopolize the first eight places and that of the 6 ak-classes 4 occupy very low places in the list. The conclusion that pupils who had taken sk in English in form 7 were those who, on the whole, were more interested in theoretical studies than the students of the ak-classes would seem to be fully justified.

Appendix F

CORRELATIONS BETWEEN SELECTED VARIABLES

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1 Social class	-.261	-.224	-.206	-.305	-.312	-.297	-.328	-.349	-.175	-.189	-.259	-.227	-.283	-.323	-.308	-.277	-.305	-.305	-.034
2 Verbal IQ		.456	.360	.760	.605	.660	.563	.681	.520	.525	.510	.600	.567	.552	.649	.560	.566	.621	-.173
3 Inductive IQ			.441	.816	.590	.579	.602	.659	.370	.516	.518	.570	.517	.507	.593	.501	.549	.575	-.052
4 Spatial IQ				.766	.340	.307	.550	.449	.256	.302	.303	.349	.270	.291	.326	.327	.336	.357	-.172
5 IQ (V+I+S)					.664	.660	.734	.767	.486	.584	.572	.647	.589	.594	.678	.594	.629	.666	-.168
6 Grades English						.779	.645	.903	.652	.673	.669	.766	.719	.719	.805	.746	.731	.805	-.021
7 Grades Swedish							.688	.914	.521	.595	.637	.699	.614	.697	.726	.648	.694	.729	-.014
8 Grades Math								.870	.390	.506	.564	.608	.485	.589	.580	.542	.590	.615	-.101
9 Grades (E+S+M)									.584	.658	.704	.768	.678	.752	.789	.717	.760	.796	-.048
10 PACT										.600	.569	.649	.603	.510	.651	.607	.530	.651	.030
11 Pretest 1-4											.640	.957	.782	.651	.807	.750	.629	.782	-.026
12 Pretest 5-7												.836	.637	.721	.730	.626	.726	.723	-.008
13 Pretest total													.803	.753	.858	.789	.736	.839	-.019
14 Posttest 1-4														.638	.955	.820	.643	.828	.003
15 Posttest 5-7															.837	.647	.868	.780	-.059
16 Posttest total																.832	.798	.892	-.040
17 Retest 1-4																	.676	.966	.019
18 Retest 5-7																		.849	-.009
19 Retest total																			.008
20 Pupil Attitude																			

Corr. sk + ak N = 337

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1 Social class	-.300	-.161	-.190	-.293	-.303	-.300	-.314	-.313	-.177	-.118	-.210	-.166	-.244	-.286	-.266	-.257	-.272	-.284	.036
2 Verbal IQ		.356	.311	.730	.505	.605	.519	.632	.446	.482	.459	.538	.490	.490	.598	.498	.550	.580	-.171
3 Inductive IQ			.373	.767	.362	.446	.481	.501	.152	.325	.387	.379	.330	.358	.387	.315	.441	.383	-.029
4 Spatial IQ				.750	.240	.229	.516	.391	.142	.208	.184	.225	.184	.251	.241	.233	.292	.274	-.115
5 IQ (V + I + S)					.495	.567	.678	.679	.326	.462	.461	.502	.454	.506	.556	.465	.569	.553	-.149
6 Grades English						.712	.533	.854	.500	.522	.579	.656	.584	.624	.679	.642	.629	.699	-.019
7 Grades Swedish							.628	.897	.375	.462	.572	.600	.482	.617	.620	.542	.624	.630	.016
8 Grades Math								.844	.244	.372	.494	.491	.359	.503	.469	.415	.540	.496	-.086
9 Grades (E+S+M)									.428	.518	.632	.669	.545	.680	.683	.609	.691	.696	-.031
10 PACT										.480	.536	.554	.478	.423	.515	.471	.491	.535	.070
11 Pretest 1-4											.569	.943	.738	.549	.753	.688	.548	.719	-.046
12 Pretest 5-7												.804	.571	.686	.676	.539	.682	.652	.002
13 Pretest total													.748	.680	.811	.719	.666	.774	-.015
14 **Posttest 1-4**														.556	.938	.791	.577	.793	.023
15 Posttest 5-7															.803	.567	.833	.723	-.020
16 Posttest total																.783	.743	.858	-.051
17 Retest 1-4																	.602	.959	-.025
18 Retest 5-7																		.804	-.014
19 Retest total																			-.041
20 Pupil Attitude																			

Corr. sk N = 250

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1 Social class	.292	-.040	-.018	.096	.194	.327	.102	.261	.165	.038	-.069	.031	.079	.001	.096	.109	-.022	.075	.054
2 Verbal IQ		-.017	.122	.566	.407	.417	.164	.416	.299	.057	.150	.225	.198	.197	.213	.165	.098	.193	-.131
3 Inductive IQ			.224	.525	.362	.099	.285	.323	.136	.307	.348	.415	.089	.243	.237	.173	.204	.287	.089
4 Spatial IQ				.774	.060	-.011	.365	.183	.110	.114	.213	.233	-.016	-.057	.037	.158	.064	.149	-.281
5 IQ (V+I+S)					.432	.263	.428	.482	.289	.245	.358	.464	.173	.178	.264	.268	.200	.332	-.222
6 Grades English						.550	.350	.812	.609	.543	.550	.646	.545	.552	.707	.614	.634	.712	.043
7 Grades Swedish							.339	.791	.363	.326	.290	.410	.321	.458	.445	.342	.496	.463	-.060
8 Grades Math								.737	.122	.163	.117	.244	-.001	.206	.104	.215	.135	.270	-.158
9 Grades (E+S+M)									.462	.443	.423	.551	.359	.509	.520	.497	.558	.613	-.074
10 PACT										.481	.328	.540	.541	.324	.622	.602	.216	.569	.060
11 Pretest 1-4											.416	.957	.536	.503	.651	.505	.450	.563	.115
12 Pretest 5-7												.652	.278	.435	.475	.546	.608	.685	.041
13 Pretest total													.536	.564	.697	.617	.594	.722	.100
14 Posttest 1-4														.284	.894	.540	.266	.517	.101
15 Posttest 5-7															.684	.416	.831	.651	-.046
16 Posttest total																.649	.644	.723	.099
17 Retest 1-4																	.535	.942	.276
18 Retest 5-7																		.799	.077
19 Retest total																			.219
20 Pupil Attitude																			

Corr. ak N = 87